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The Grading and Educating of Superior Children

WILLIAM T. ROOT

University of Pittsburgh

THREE questions are of practical importance when we come to the consideration of superior children: (1) Placing them properly in the grades; (2) What type of education shall be given; and (3) What may be expected of the superior child by way of social returns. For rough classification we may group superior children under two headings: (a) high general or academic ability (that is, learning rate) and (b) special abilities.

PLACING PROPERLY IN THE GRADES

This is a common-sense matter which has been made rigid and dogmatic by the stupid application of intelligence tests to grading. The method is something like this. Get the mental age of the child by the Binet tests, and place him in the grade corresponding; for example a child of six with a mental age of ten would be placed in the fourth grade. Such a practice is derived from an armchair psychology and does not work in practice, and, even if it did, it would be exceedingly bad in its psychological and educational aspects. Hardly had our John Deweys weaned us from the sacredness of the graded system when along came the thoughtless mental tester with this naïve idea of grading and genius (he says *genius*, I do not). Grading, at best, is a necessary evil, a clerical device for handling large

numbers; is a means not an end; does violence to individual difference with the average child and still more violence with the superior child. Again, the superior is atypical and not all of his variability is above the median of the chronological group to which he belongs, not even his academic abilities or his learning abilities, let alone his interests, temperament or personality. Consequently, we usually find it nearly as difficult to place him in an advance grade as to leave him in his chronological group. One caution more by way of introduction, much of the talk about superiors takes on a rather transcendental glow, as if these children got information from some mystical source, the implication seeming to be that the usual sensory-perceptual process seasoned by time and experience is suspended in favor of some occult powers of judgment. Nothing could be further from the truth.

Turning now to the superior child entering school. His home with its culture and educational practices should be scrutinized in precisely the same way that we scrutinize the credentials of a child coming from another state or country. The Binet tests will give the best initial survey. In a large number of cases with conspicuously high I.Q.'s, a definite home training of an educational nature has been given,—perhaps

incidental, but none the less definite. In certain cases a fortunate incidental situation has been very effective in securing general information, language, verbal fluency, foreign language (especially) and vocabulary. In some cases, reading, writing and arithmetic have been secured by very definite methods, however incidental the acquirements may appear on the surface. Superior tutoring methods brought into play at the age of four or five will naturally give academic superiority, usually with decreased social adaptability. In a large majority of the cases parents have treated the children as rational beings, and have used the same arguments and modes of reasoning as would be used with adults. This attitude has been an essential theory of the mothers who have made a *business* of educating their children (usually one child). They have assumed that the child's mind is like that of an adult; that the difference is one of degree, not kind; and that rational behavior and reasoning capacity wait on experience. They treat their children *as adults*.

A mother who has devoted her time to pre-school education has usually instituted a definite regimen of stuffing, and has kept a close tab on the child's performance in terms of school grade. Educational plays, games, reading lists (a la Chautauqua), systematic presentation of general information, a full program from visits to the zoo to setting up experiments in general science, systematic use of dictionary, and so on, play a conspicuous part in the instruction. Such training has often been delightfully incidental and rich in concrete material, and the mother is usually to be commended for her resourcefulness and cleverness in the use of plays, games and devices.

While concrete tangibility is usually far behind verbal fluency, in the cases where the child is far in advance in reading, the mothers must be given credit for having anticipated the danger to some extent. The nucleus of home teaching is early reading with emphasis placed on definite reading lists. This is an important factor as it is so closely related to vocabulary, skill in linguistic tests, knowledge of fable and myth, academic adaptations, verbal fluency and association.

It is obvious that any normal docile child is likely to become a precocious academic product with a reasonably intelligent and diligent mother. The chief disadvantages of home teaching are likely to be a loss of certain social phases, and also extremely bad reaction on the child when the mother sets out to *make genius*. Incidental procedure, incidental reading methods and tutoring in a way unfit the child for the more formal procedure of the classroom.

Having carefully investigated the academic ground covered in the home, there need be no mystery about the placement of the child, although there is sure to be much difficulty in adjustment which cannot be settled by any rule of thumb method. A child of six or seven coming from a superior home may omit the first, second or even the third grade, depending on the amount and the character of the home training. Thus negative training will be avoided and the formation of bad habits of study and habitual loitering in the classroom. This will not place him too far beyond children of his own age, with the danger of producing a social outcast or an intellectual prig. Children equally intelligent, but from foreign homes or homes giving meager advantages for forming concepts, may need

the perceptual and conceptual training of the kindergarten and first and second grades. Children with unusually good oral vocabularies but without reading knowledge can often be quickly brought up to at least second grade reading. A child with a large reading vocabulary can usually take second, third and fourth grades by half-terms. Quite often extra drill is needed in arithmetic and writing. And let me caution you again about the danger from habits of loafing in the lower grades and point out the fact that a real problem exists, and that no rule of thumb method of placement may be employed.

From the fifth grade on unevenness of training makes adjustment difficult, the ideal thing being small groups of superiors with provisions for individual advance. If the child is now two years younger than the average fifth grade child, I do not favor grade skipping or any attempt to shorten the time in which he will complete the fifth, sixth, seventh or eighth grade. It is now preferable to enrich the curriculum both extensively and intensively, namely by increasing the range of subjects taught and by a more detailed analysis within the subject. There is no dearth of material in fifth grade geography or history or nature study. I have yet to see the superior child who would not have much to learn of value and interest at the completion of the grade. The teacher is surely lacking in resourcefulness and fact who cannot keep a child profitably employed, without grade rushing, regardless of the I.Q.

May I digress to say that opposition to such a homely solution comes from five sources: (1) Parents who are anxious to point with pride to their noble offspring who completed high school

at the tender age of ten; (2) School regimentizers, usually styling themselves school efficiency experts, who have conceived the idea that there will be a saving in dollars and cents if a child does eight grades in six years; (3) Psychologists who enjoy the bizarre, and look to making grades rather than quality of work as an objective in education; (4) Teachers, annoyed by the capable child idling his time; (5) The necessity of getting as much as possible for the superior child who will be placed in the mill or factory as soon as the law will permit. The last is the only legitimate reason offered for grade rushing, and is a pitiful commentary on our conservation of brains.

In suggesting more extensive and intensive study for the superior child, it should be borne in mind that the "minimal of essentials" is a pointless discussion. There should be not minimum of essentials but maximum preparation in anticipation for professional and technical careers. More intensive drills are needed in spelling, geography, English, civics and so on.

If the child has special talent, as in music, coöperation with parents and special teachers should be made. Such a child may be dismissed early for practice or special lessons. Superior children (as well as others) need swimming, dancing, skating, and all they can get of each. If the usual academic subjects are easily handled here is a rich field for supplementary education without need of grade skimming or skipping. Typewriting offers another side interest, not convenient to introduce in some schools, to be sure. I have known of several superior children who needed a weighted program of gardening and play and with whom it was fortunate

that the academic side could be mastered with less time than that needed by the average child. Foreign language offers an excellent field for the expenditure of excessive mental energy. In short, there are endless possibilities by which a flexible program may be enriched. It is well to recall, also, that the techniques of dancing, music, arithmetic, composition, swimming, language and so on are readily secured in childhood and seem to be more firmly established than when secured at a later date. Such a plan as I have outlined here will keep the superior child in his age group for his social and play activities. If he has the talent and physical strength he can readily have added skill in a modern language, music and many physical accomplishments.

Turning to the high school period, every effort should be made to keep any child from entering high school much before the adolescent age. Social adjustments take on a peculiar turn at this time. To put it mildly, the little boy in knee breeches is certainly *persona non grata* with the budding youth. The ability to do the academic work is only part of the problem. Time and time alone gives certain practical and social adjustments and only experience gives certain social and philosophical grasps. In fact, regardless of intelligence and excellent teaching, many concepts wait on time and will continue to do so, many concepts wait on adolescent development and the tempering of judgment and the ability to make social adjustments. Special techniques make grade skipping impossible. With many high school subjects, repetition over a long period of time is essential for proper incorporation into habit; the superior child offers no exception to

this rule. The modern high school has a rich and diversified curriculum permitting the student to take as varied and extensive a program as his ability and talents will allow. The most difficult item, then, to adjust is the one of social and developmental adaptation. This can be avoided if the precocious child is retained in the grades until the early pubertal period. Even then, my own opinion is that the child with any special talent does well to take his high school leisurely, devoting much of his time to art or music or both. These are the years of glorious idealisms, and even if the arts are not to be considered vocationally, one with ability will be amply repaid in personal satisfaction for the time spent with violin, piano, sculpture or painting.

WEAKNESSES OF SUPERIOR CHILDREN

Superior children are usually poor in certain school subjects, relative, at least, to their general superior performance, and in many cases they are actually below the performance of the average child. Writing, written English, rules of composition and arithmetic drill most frequently offer difficulty. This is easily accounted for. The cultured home incidentally, and the mother attempting to teach her child at home somewhat formally, both find reading, story telling, incidental science and nature easy to impart to the little child. (And may I add, parenthetically, that the choice is pedagogically and psychologically sound.) A child taught to read at the age of four or five may by seven or eight be reading as well as the grade child of ten or eleven; often better as regards speed, gathering of ideas, suppressed pronunciation and reading units. Sometimes he also has

an ingenious manner combined with a dexterity in phrasing that, in my opinion, place him far ahead of the technically better (but more mechanical) average ten-year-old child. But his writing, in marked contrast, is often far behind the usual result secured from average children of the same chronological age. Furthermore, his superior associative speed in reading and aptness in oral performance seem to accentuate the tedium involved in learning to write. The problem is a real one if he is placed in a grade above the third, because the teacher in handling thirty to fifty must depend on written work. Some of these children continue to write almost illegibly. I received a letter recently from a very brilliant child I was interested in some seven years ago. He has attained considerable reputation in one of the arts, but still writes a naïve ugly scrawl. Most adults soon discard all of the painfully established writing habits of the grades. The difficulty is inherent within the situation, that is, writing is ponderous and slow and illy adapted to either speech rate or thought rate. The superior child usually has associative speed and verbal fluency; he consequently resents this mental tool which at best is sluggish and laborious.

Oral composition shows the superior child at his best. He is usually well developed in imagination and story telling. Written composition is often difficult for him, partly because it involves writing and partly because it is more irksome, and partly because it is one of the things not easily secured by incidental or home method.

In arithmetic, his concept of number is usually good but he is weak in the four processes; slow, inaccurate and

handicapped by his writing of numbers (both legibility and speed). He reasons well and enjoys all sorts of problems if given orally. Written analysis is difficult for him, partly on account of the writing, partly due to lack of drill in the stock forms of analysis.

I must insert a caution and an apology at this point. I have been speaking of the superior as if he were a type, or better a stereotype. Such characterizations are dangerous and misleading. But nevertheless I believe the generalization to be roughly true for the superior child, with incidental or formal home training, trying to adjust himself to the academic situation, and the usual proficiencies necessary for the smooth interplay of subject matter in our graded system of schools.

The superior child usually shows an ability to attend far above the average, but it is also true that he is somewhat opinionated as to what he should attend to. The result is that if allowed to follow the devices and desires of his own heart all goes well. Everything considered he is less docile and less uniform in the quality of his work from subject to subject. Part of this unevenness is not lack of certain specific abilities but refusal to do what is distasteful.

Often the superior child is an only one, and is in sore need of socializing on arriving at the door of the school. In such a case, play, games, gymnastics, gardening and contacts are paramount. To place such a child in a grade with children having a median chronological age three or four years his senior will accentuate the social difficulty. A child under such conditions will develop an increasing social timidity, avoid plays and games, and live more and more unto

himself. School in this case increases the social difficulties. A bright child comes to have an inferiority-superiority complex and both usefulness and happiness are impaired. In such a case, the child should be kept with children near his own age, and given regular periods of supervised play until he has been skillfully brought into the play group. Academic advance is here of minor importance.

The popular idea has usually been that superior children are delicate, anaemic and queer. As a general characterization nothing is further from the truth, but on the other hand I have not found superior children superior in every way. Many need socializing and many need outdoor life, fresh air and homely, practical, everyday tasks much more than book learning. Where health needs first consideration any grade pushing is wrong. What the child must have is plenty of play, dancing, swimming and outdoor sports. Where the program permits and play and gardening are dignified with regular periods the same as arithmetic, the anaemic or frail superior should sort of major in out-of-door things with little thought as to whether he is ahead of or behind the average child in grade work.

CERTAIN PROBLEMS ARISING WITH SUPERIORS

Certain problems arise with superior or purported superior children. One that we must watch most carefully is the tendency for any child to become an intellectual prig. In certain cases the designation "*genius*" has been applied rather recklessly and audibly. The ability of the child may be great, but overweening pride and vanity know

no rational bounds. Recently I heard a child of about 180 I.Q. announce, after a few minutes conversation, that he is to be a great scientist. I don't know whether he is or not. To begin with, as it stands, it is a generic term. There are scientists and scientists, and to my knowledge no one has thought through and experimentally demonstrated the essential attributes for any one of many possible kinds of scientific careers. From my own knowledge in laboratory work ingenuity in devising apparatus, with speed and dexterity of hands, are often absolute essentials. I think of Helmholtz with his deft fingers and cunning control of practical laboratory devices. I think of this boy with his awkward hands and lack of just common gumption. A great scientist? I am not so sure. And even if I were sure, it would still be bad psychology to tell such a child any thing of this sort. This is certainly too obvious, too axiomatic to need discussion. The unfortunate practice of discussing superior children, sometimes in print, under their own names, is highly reprehensible, and will so impress anyone who gives it a moment's thought. I was pleased to note that the school for superior children established in Berlin is endeavoring to avoid this unfortunate situation, which can only lead to over self-estimation and undesirable emotional and intellectual attributes.

A corollary to intellectual priggishness is the social resentment aroused within the group with which the superior child associates. Children deal with uppishness quickly and effectively. Social contempt and more uppishness soon breed a vicious circle with the most regrettable conditions of mental hygiene. A little carelessness in talking in front of

the child, rash predictions naïvely repeated to parents and friends, constitute a two-edged sword producing a bad social and a bad subjective reaction. When caution has been observed in these respects, but the child has been pushed forward in the grades until he is made conspicuous by his under-age and immaturity, the situation itself often generates social barriers and feuds. It can easily happen, too, that the child who is graded far beyond children of his own age and size is alienated from any play group. This can happen even when his attitude and the group attitude are otherwise good.

The ambitious parent, once imbued with the idea that he (usually she) has a precocious child, hunts for some immediate expression of this fact. The best proof to be retailed to friends, neighbors and relatives is the child's position in the grades. Consequently the fond parent favors, usually clamors for rapid grade advance. It requires considerable skill and firmness on the part of the wise teacher to make the most suitable adjustment; that is, one that gives an enriched curriculum which will quietly build for profound scholarship or superior technical grasp. These are subtle things that give little fodder for Sunday supplements, or very little tangible stuff for mother to brag about.

The advising of parents with superior children is a very difficult and dangerous matter. I know of a case at the present time in which the parents have been led to expect great achievements from their child. The prognosis has been made upon the Binet tests with no consideration of the temperament, emotional, habitual or personality characteristics of the child. Success is an illu-

sive thing, greatness is too difficult to analyze, let alone to predict, to warrant reckless prognosis. Such reckless prediction is cruel, unwarranted by any known results up to the present, unscientific and unprofessional. Care should be taken, of course, to advise parents to plan to give the promising child a superior education. There is evidence that we are justified in urging a university education with the decided probability that such children will become useful and intelligent citizens. But genius, or super-accomplishment along vocational lines—that is risky and unwarranted. It is hardly necessary to say that every effort should be made to keep the child with a superior I.Q. in school when mill and factory threaten his education at the expiration of the age of compulsory education. Further than this, a fund should be at hand to provide education if parents are unable to do so. This is a problem of conservation the merit of which hardly needs discussion. It is not necessary, however, to exaggerate the future of such children; they will become talented and capable, forming a part of that all too small cultural group. We need not and cannot honestly promise more either to parents or to ourselves.

Certain pedagogical difficulties are more acutely pronounced with superior children than with others. Where it is possible to place the upper third in one group different pedagogical methods may be utilized. To begin with the work may be less concrete than with the child of lower intelligence. We may pass more readily from specific illustrations to general principles. As a rule, one should not elaborate the concrete if the child can go to the general

and symbolic at once or with less elaboration than is ordinarily given. Tedious development of the obvious and known is quite as bad as to go too abruptly from the known to the unknown. The tendency in primary method is towards an unnecessary introduction of the concrete and an over elaboration of each stage of learning, leaving little for the child to derive or infer. At least this is true for the child who comes to school with a good vocabulary and a rich concrete experience along with superior powers of inference. This is clearly shown in reading, where elaboration of method is far more detailed and labored both as to phonics and concrete material than the superior child has any need of—perhaps for any except those markedly handicapped either in language or intelligence. In arithmetic the same holds true. A child who quickly gets the idea of multiplication can proceed at once to precision in habit formation and to general application. Dexterity of thought depends upon skill in the use of symbolism and abstractions, wherever the thought depends upon skill in the use of symbolism and abstractions, wherever the conditions will admit.

Do mental tests select superiors and in what does this superiority consist? Is it synonymous with capacity for leadership?

I shall be frank rather than try to evade the questions. To begin with, tests are still in the trial rather than in the scientific stage and nothing will be gained by blind denial of this fact. The work so far has tended to sharpen analysis of human characteristics and the psychologist is undoubtedly building up a body of exact data that is

going to yield greater and greater prognostic value as time goes on, and at present is surely better than any impressionistic estimates of intelligence or personality. But many years of follow up work are still necessary to answer the question as to whether we are measuring profound scholarship, scientific, literary or artistic genius, or great leadership or statesmanship. It is not only a question as to how many of the superior test performers eventually "make good" but how many who lack superior test ability *also* become leaders of equal eminence. Neither question can be answered at present.

In my opinion no series of tests has been devised that goes to the heart of the matter in so far as superior intelligence is concerned. Superior intelligence would seem to demand not only superficial resourcefulness, cleverness in puzzles and tricks, agility in association, and linguistic and verbal fluency, and so on, but certain other factors difficult to define and more difficult to measure.

These factors involve both social adjustment and time and would seem to be essential to superior adjustment and intelligence. The first fact to keep in mind is the very human tendency to seek an immediate solution for a problem. To suspend judgment over a long period of time is irritating; any sort of solution is emotionally satisfying. In the actual complex problems of life we have no guarantee of easy or immediate solution, sometimes no solution is forthcoming. Facts must be pondered and re-pondered, with a certain wholesome skepticism as to their validity and relative importance along with a certain skepticism of our doubts and beliefs. To solve a problem in

formal logic or algebra is comparatively simple. The values are static and solution is assured. In social problems values are uncertain, fleeting and partial. Superior intelligence is shown in the ability to suspend judgment for a long period of time, to survey a large number of purported facts as to their relevancy, truth and importance, and to resist the undue importance that immediacy may give to certain elements in judgment. In so far as I know, no test measures or is indicative of such ability. What part of such ability is native and what part is habit acquirement in the form of a subtle social *Zeitgeist* similar to that which prevailed Greek culture at its height is yet undetermined. The longest test requires but a few minutes for solution. Problems of social and scientific judgment require years for even partial solution.

A second factor, exceedingly difficult to measure, is freedom from suggestibility. Suggestion constantly tends to give undue value to certain elements that are either irrelevant or of minor importance to the judgment in question. Immediacy, social prestige, repetition, vivid sensory appeal diminish or intensify certain ideas irrespective of their pertinency to the problem in hand. Superior judgment must rise above irrelevant suggestive factors. No test measures that critical attitude towards society and self that is necessary to resist the suggestive milieu that surrounds us, and yet we have here one of the clearest lines of cleavage between the thinker and leader on the one hand and the masses on the other.

Third, clear thinking and sound judgment depend on freedom from emotional attitudes. (In a remote way, of course, the emotions furnish the driving

force for thinking and action. Tests at present do not touch the emotional life.)

Fourth, persistence in seeking hypotheses, in inference, and in analysis, constitute a group of factors closely akin to intelligently directed curiosity combined with exceptional mental activity and energy. Sustained effort for a period of years is often essential to the solution of social and scientific problems. Scientific attitude, vision and persistence are essential to the systematic unearthing of new problems and to their ultimate solution.

Fifth, a detached, impersonal attitude is one of the peculiar marks of the superior intellect and scientific mind. It is probably closely related to emotion, control, balance, and judgment. That such an attitude is essential to clear reasoning is obvious.

Sixth, a critical attitude towards one's own actions, emotions and thoughts in relation to the causes producing them constitutes a certain check which seems essential to philosophical perspective and judgment.

All of the foregoing points constitute what might be called a comprehensive mental grasp. One can readily conceive of an efficient bank clerk or stenographer showing remarkable speed and accuracy on a wide range of mental tests, yet being entirely lacking in that broader type of judgment which is so essential to larger social and scientific problems. In contrast, it is possible to conceive of a ponderous associative type possessing superior intelligence and judgment. No series of tests has yet been devised that is even fractionally adequate to measure judgment, emotional attitudes, and critical social scientific grasp. Whether superior performance in vocabulary,

mental tests, puzzles, immediate memory span for digits, immediate associative verbal span, distribution of attention, and so on, are indicative of superior intelligence is a matter that can be decided by follow-up work involving many years.

There is also a tendency to reason thus: a child with an I.Q. of 60 is far below normal, therefore a child with an I.Q. of 140 is far above normal. The analogy is not safe. Distinct pathology is likely to be present with the low I.Q., while no analogous *qualitative* difference has been shown to exist between an I.Q. of 100 and 140.

Again, I am inclined to believe that with some of our precocious children, getting about the same training at four that the average child gets at seven we have a definite inflation of I.Q. due to early introduction of formal habits. I have a bit of evidence in support of this view. During one school year a Pittsburgh kindergarten teacher gave a group of children (averaging four years nine months in age) an hour's informal drill daily in reading and arithmetic. The children were given the Binet tests before and after the year's drill. The average I.Q. on beginning the drill was 99 and at the close of the year 110. This would seem to indicate that we

can inflate the I.Q. by the early introduction of reading and arithmetic. If so, many of our superiors have been overestimated in all probability.

I would like to venture one last prediction, and that is that within five years factors of personality, character, emotional control, "stick-to-itiveness" and social adaptability will be rivaling intelligence in any attempted estimate of superiority or leadership.

SUMMARY

In summarizing, may I emphasize the following points:

1. A child should not be hurried through the grades.
2. Health and physical adjustment should be given first consideration.
3. Superior learning ability should be utilized by more extensive and more intensive study, rather than grade advancement.
4. Grade skipping is the last and poorest method of adjustment, justified in part to avoid bad habits of study.
5. In dealing with superior children avoid the development of intellectual priggishness. Unaffected contact with children his own age is of more importance to the superior than grade advance or early academic precocity.

"We shall be held responsible for the moral and spiritual uplift in character in these children with whom we are associated for so many months throughout the year. What predominates in us determines our influence."

Teaching a Foreign Language by Natural Methods. III¹

CLAES LEONARD HULTGREN, SR.

Chicago Normal College

INTRODUCTION: The results obtained in the acquisition of language by this four-year-old child indicate that infancy is a valuable time for acquiring language control. The two languages were learned in the time that one is usually acquired. There is evidence to show that the child actually thought in both mediums. Another proof has been supplied that language is a matter of muscle and ear training. For this reason it is important that a little child associate with adults using good pronunciation and having a rich vocabulary. When Claes was three he was passing through the period of an awakening interest in reading, he was inventing games which would give him such a control of reading technique that he need never be taught in a formal way. This little American with the loving, wise help of his father is entering into the high ideals and broad interests of his cultured heritage.

—Luella A. Palmer.

IN spite of the satisfactory progress made in conversation there was something lacking. Claes needed an abundance of material that would store his mind with an ample fund of child lore, rhymes and stories appropriate for his age. Such a collection I did not have and it seemed for a time that I would not be able to get any. Something had to be done, for already at the age of two Claes had learned many of the English nursery rhymes, finger games and little stories from his mother. While Claes was still in this plastic and receptive stage I wanted to improve the golden opportunity before it should pass away.

Claes had an abundance of books in English, but all the available material in Swedish consisted of two primers or first readers. From my aunt in Sweden he received another primer, a song book, and a book of pictures with poems for children. These, unfortunately, were

far too old in material to interest a boy of two and a half years, and the primers were all of the old fashioned kind, beginning with the alphabet, a few pages of syllables and short words and many pages of unconnected sentences preceding the reading matter. I searched the book stores of Chicago and found just one book, *Lilla Gnällmans*. For such a young child there were no others to be had. Some months later I learned such books could be obtained from a New York firm.

Making the best of it we started using the books we had by talking about the pictures, and sometimes I would make up a little story suggested by the picture. At times I read excerpts from the simpler songs and poems, and when *Lilla Gnällmans* came it proved more interesting than I had dared to hope. I often thought with dread that the boy would grow sick and tired of the same thing over and over again. I certainly did, for this book was the only

¹ Book rights reserved.

real reading matter we had for some months, but every evening would come the same request: "Pappa, Läs *Lilla Gnällmans*," and I always did. I often wondered whether he did not know it by heart for if I put in a wrong word at any place I was immediately corrected.

One day in December I brought home a copy of *Barnboken* (The Children's Book) which, after diligent search, I had found at the public library. That evening when Claes asked me as usual "Las *Lilla Gnällmans*," I suggested that we look at the new book I had brought home. I thought he was going to refuse, for the outside of the book is not attractive, but he consented to look at the pictures. Then finding some things he already knew, as the rabbit, squirrel and goose, he became deeply interested. When he asked me to read the following evening he suggested the new book of his own accord. Of one of the stories, "Mor Fasta," he never tired and many of the rhymes pleased him immensely. I was particularly pleased to find that some of these were the same as those he already knew in English.

One evening in January after having read to him till I could not possibly spare more time I placed the book before him, took up my work and suggested that he read himself. He did. Much to my surprise he held the book open and repeated the verses about "Lilla Fäntan" word for word. He read other verses, each suggested by the picture, and then started with the story, "Mor Fasta," which, however, did not go quite as well.

It was a sad day for Claes when that book had to be returned to the library, but, fortunately, some books I had sent

for arrived just in time to take its place. We were interested in reading the new ones for some time but *Barnboken* is not forgotten, for whenever I mention going to the library Claes asks whether I could get that book. "Fick du boken som har 'Mor Fasta' i den?" is the way he puts it. Unfortunately I have not been able to get it again as it has been out. In place of that I brought another one, *Mors Lilla Olle* (Mother's Little Olle), which proved interesting and instructive.

In addition to the books mentioned above we have read the following: *Vinter* (Winter); *Varen* (Spring); *Puttes Äventyr i Blabärskogen* (Putte's Adventures in the Blueberry Woods); *Snipp, Snapp, Snurr och Trollhästen* (Snip, Snap, Snur and the Enchanted Horse); *Hexan i Skogen* (The Witch in the Forest); *Dock-Lisa* (Lizzy with her Dolls), and *Vackra Sagoboken* (The Pretty Storybook). Some of these were obtained through the kindness of friends. My only regret is that we started reading so late.

In February I pointed out some of the letters to Claes and he learned to recognize several. "I" he can pick out anywhere. He can also pick out a few words and phrases such as Sven, Dock-Lisa, Puttes Äventyr i Blabärskogen, and some others. He could soon pick up enough to read for himself, I believe, but I am not encouraging him yet excepting to let him point out the words when he asks me to. He will ask me to point out a certain word or name and then try to see whether he can find it again on the same page. It is an interesting game and the method we expect to use when the little bookworm begins to learn to read in earnest. Perhaps we should say that learning to

read has already begun, but we do not intend to take it up seriously until Claes is considerably over four years old.

Even now Claes would give the impression of reading aloud to a casual observer. A few days ago I wanted him to amuse the twins, his little brother and sister, so I asked him to "read" to them. He took the book, sat down beside them and began to repeat the verses he knows by heart. His cue is the picture and from that he will go right on finishing the page. If he cannot get started he will ask how it begins by saying: "Pappa, hur börjar den här?" This kind of reading he has been called on to do for the twins a number of times, and the little tots watch him attentively.

Another indication of his gradual mastery of the language is the spontaneous repetition of verses in new or different connections. In one of his books is a picture of four snails. When we turn this page in leafing through this book he repeats a verse he learned in *Barnboken*, apparently just for the satisfaction of saying it over. Once I asked how many snails these were and promptly came the answer "fyra." In another book I secured at the library is a picture of a squirrel. On seeing it Claes began to repeat some verses he had learned about the squirrel. At times the repetition of other verses or the telling of a story comes spontaneously as, e.g., "Trille Lille Satt på Hylle" (Humpty Dumpty). One day he was telling the story of "Little Red Riding Hood" to his mother. I had waited long hoping to find some indication that he recognized the story as the same, though in a different language. I waited no longer but asked what that

story was in Swedish. Quick as a flash came the response: "Lilla Rödluvan."

Quite early Claes began to correct his mother in the pronunciation of Swedish words, and he notices mistakes of diction as well. One day I inadvertently used the word "candy" in speaking of that article in a Swedish sentence. Immediately came the reminder: "'Candy' är karamel på svenska" (candy is "karamel" in Swedish).

Another definite contribution to his language study has come to Claes by attending Sunday school. It is an English Sunday school but attended by children of Swedish descent. I have not found a Sunday school where the Swedish language is used. In this school, however, it is understood that Claes is learning Swedish and every Sunday some one will say something to him in that language. I did not want him to grow up in the belief that Swedish was used by no one in the world but his father. Here he has also had the opportunity to take part in entertainments by giving Swedish recitations.

There was a time when my boy, although addressed in Swedish, used English in answering me. This was especially noticeable when I returned after an absence, or after visitors had spent some time with us. Apparently it was difficult to swing from the intensive use of one language to the other. At times I wondered whether it was possible for one person to teach a child to use one language when all the rest of the child's world used another. When Claes used English to me I would repeat the words in Swedish and he never failed to respond. However, Claes's use of English in conversation with me was so noticeable that the

pastor of our church remarked on it one Sunday.

This was just at the beginning of a period of extraordinary improvement, for only a week later the pastor remarked on the increasing fluency of Claes's Swedish speech. He not only spoke Swedish to me, but seemed to have a good command of the language in answering others who were kind enough to address him in Swedish. This does not mean, of course, that Claes suddenly acquired command of the language, but that what had been developing, quietly and unnoticed, had reached the stage where it could be utilized. He attained mastery by use.

Claes now thinks as well as talks in Swedish. There is no translating from one language to the other as can easily be seen from the readiness of his conversation and the fluency of his expression. The following incidents will serve as examples of his conversation.

One day this spring when the flowers were coming out Claes said to me: "Lille bror är en bla blomma och syster är en ljustöd blomma." A little later he said nearly the same to his mother: "Jack is a blue flower and Anne is a pink flower." A few days later when his sister was taken from her bath he said: "Mother is lifting the little pink flower from the water."

Claes still retains his interest in worms. The other day he showed me a perfectly huge angleworm, saying: "Den masken har ätit för mycket; han är för fet." This means: "That worm has eaten too much; he is too fat."

Briefly summarized, the education of my son in the language of his fathers has taken the following course: Conversation, one sided, on any topic the surroundings could suggest; pictures and

new experiences sought out to get things to talk about; rhymes and half forgotten poems recited, and songs sung; encouraging the boy to use words by asking him questions and showing him how to say them. With the acquisition of books an entirely different method of instruction was made possible, and I read to him, using any material that was at all near his power of comprehension or afforded amusement. Only once did he voluntarily leave me while reading to take up his play. This was while reading from a book I had gotten in the vain hope that it might contain something appropriate for the youngster. It did not.

The progress indicated has been made entirely through our daily experience—never has there been a hint or suggestion that this is a lesson to be learned or that anything had to be mastered. The reading has all been done at the request of Claes himself, though suggestion may at times have brought about the request. Nearly all of the time, however, the requests have been spontaneous: "Läs, Lilla Gnällmans" or "Läs, Putte i Blabärs-kogen," Claes will say.

Some people find the outlook for the future very discouraging, saying that children may use a language while they are small, but will forget all about it when they begin school. I hold the opposite view. At present Claes knows English as well as any youngster of his age can be expected to know it. When he enters school there will not be the wrench from old habits that the sudden acquisition of a new mode of communication would require. He will have none of the disadvantages of not being able to talk like the other children. Consequently there will not be any

reason for calling special attention to this language.

During the day while I am away my boy hears nothing but English, and plays with English speaking children, but when he sees me coming home he greets me in Swedish. He tells me what he is playing and of the happening of the day, all in Swedish. Would a few hours a day in school change all this? All that will be needed will be to keep the language work interesting and provide the necessary material so that speaking and reading Swedish will continue to be habitual for the growing boy. In fact, I am still hoping to give my boy a start in another language. That will materially aid him in his high school work, but best of all, it will give him a command of language for practical affairs.

Early the past summer my family made a visit to Mrs. Hultgren's people. Our boy heard no Swedish during those five weeks except the use he himself made of that language when encouraged by his mother to repeat some of the verses or the finger games he had learned. He had with him two of his favorite books and these were utilized a few times in "reading to the babies."

Here was an excellent chance to forget his "foreign" language, but the first sentence Claes spoke to me when I met them at the station was in Swedish. So was our conversation on the way

home. The only change was that his conversation was a little slower, and for a few of the words he used English substitutes, something not unusual among older conversationalists. In less than a week, however, this tendency was eliminated. This is certainly no reason for discouragement.

A few people may consider this kind of education un-American. It can be so considered only if we hold that the acquisition of more knowledge or increasing one's ability is un-American. On the contrary the best American, other things being equal, is the one with the fullest experience, the most liberal mind, the broadest point of view and the deepest human sympathy. In short the more liberal his education the better the American citizen. In its liberalizing and socializing influence there is nothing more valuable than the acquisition of another language, especially at the time of life which is Nature's own period for developing the power of speech. A new language opens up a new world of thought, virgin fields of ideas, which in their turn develop personality and character. As amply shown in my experience such matchless opportunities for unfolding the latent abilities of the child *can* be utilized. Taking advantage of these opportunities wherever possible could not fail to bring results of inestimable educational value.

"Every flower that you plant along some other man's path sheds part of its fragrance on yours."

Objectives in First Grade Physical Education

EDNA A. COLLAMORE

Worcester, Mass.

A FIRST grade room where little beginners are congregating is no place for a nervous person. Children of every size, shape and color seem to be constantly arriving from the four quarters of the world. Some wander dazedly in, quite unattended; some are escorted by businesslike or extremely conversational adults. There are eager, over-excited children; there are howling, reluctant children, who balk at the threshold and must be coaxed and cajoled to enter; there are pale, tense children who seem to be trying to face courageously the dangerous unknown; there are children who seem very much at home and perilously ready to "start something." Some do not speak English; some do not understand a word of it. Some are stubbornly silent. Many have acquired the habit of never listening to adults. Requests, directions, commands, slide over them as water slips from the duck's back. They have long since ceased to attend to the endless patter of words; they go their own sweet way, hard-cased in a shell of complete indifference. Given such a group of children, a program that consists mainly of interruptions and where nothing happens but the unexpected, and a teacher is hardly to be blamed for blindly wondering if order can ever come out of the teeming chaos. Strangely enough, it always does.

If during these first hectic hours a teacher could, for a moment's breathing space, sit calmly down and regard with scientific aloofness the seething mass of insistent problems which confronts her, she might meditate somewhat as follows: My first job is to get control of this highly differentiated group and organize it in such a way that it will respond as a unit to any given direction. Even though my ultimate aim is that spiritual integration which comes as the result of socialization, I shall be obliged to take a short cut in the general direction of my goal. This time-saving, short cut method may resemble formal discipline, but there should be a marked difference in the feeling tone. My second job is to provide for the formation of small cognate groups, that children may make their own social adjustments, may learn to give and take, help and be helped, lead and follow, cooperate and oppose. My third job, most important if not so pressing, is to study the nature and needs of each of these forty little individuals,—their physical condition, physical development, physical habits, their aptitudes and interests. Some of these individual differences stand out in rather large print. Here, for example, are some very good children, self-restrained, docile, quiet, almost motionless. They have been told what not to do until nearly every impulse towards mental

curiosity or bodily activity has been inhibited. Here are some utterly spontaneous little savages who must be kept under continual observation, for in their hands any tool may become a weapon of destruction. Their scissors cut other children's hair, their pencils jab the unwary, their crayons smear clean white blouses and stockings, their books slam down upon unsuspecting heads, and their fingers tweak and pinch and pull. Here are children who seem ready for any suggested activity, good, bad, or indifferent. They respond avidly to all stimuli, from without or from within. Simultaneously, I must stimulate the first group, repress the second, guide the third. I must discriminate between the listlessness of boredom and that of low vitality, between restlessness caused by hunger for movement and that caused by actual physical discomfort, between activity that is shallow and imitative, and that which is purposeful and educative. All these simple problems, it may be noted, are closely allied to the task of physical education.

In considering the methods and objectives of physical education in the first grade, two facts, so obvious that they are often disregarded, may well be kept in mind. A school is not always one and the same. Sometimes it consists of forty individuals, each intent upon his personal task. Sometimes the forty are as one, attentive and responsive to the same stimuli. Again the school is made up of a number of social groups, or of a group plus a number of individuals working independently,—and so on through countless permutations.

It is plain, too, that motor processes are constantly going on, that movements

are continually being suggested, regulated and inhibited from without and from within. School life itself gives the child motor habits that may be prejudicial or beneficial to his development. It is extremely easy for the unconsidered atmospheric influence of a schoolroom to undo all the good resulting from deliberate, carefully planned physical training. So physical education in the first grade is of necessity, both informal and deliberate, and deals with the children, now individually, now collectively, and again in small social groups.

Some of the earlier books on the subject of physical training declare that it is necessitated by the formality of the schoolroom, that it exists to correct the faults of posture and the general lethargy and muscle flabbiness incident upon school life. To admit this objective in first grade physical training would be a pitiful confession of weakness. The whole first grade program circles about the living, moving child. This is the period when the larger muscles are hungry for action, when the whole body craves freedom, since activity in one muscular area does not compensate for inactivity in other areas. A child should not be confined at his desk for long periods, and these periods should not total more than a third of the school day. The preventive for bad posture habits, restlessness, and lassitude, is not artificial restraint varied at intervals by artificial drill, but natural ease and spontaneity of action, liberty to move about, relax, rest, change from one working position to another, without undue attention and interference. This freedom of movement is not incompatible with quietness and consideration for others, but rather does it make

the child responsible for the cultivation of these very virtues.

Modern psychology and educational theory do not regard mental and physical processes as antagonistic but as mutually dependent. Some psychologists ignore all mental processes save those which are objectified as behavior through muscular or glandular activity. For the most conservative the gap between physical and mental is greatly abridged. The ordinary responses to stimuli are neuro-muscular. "Man is the sum of his movements," says Robertson. "Action is the normal end of every train of thought," says James Garnett.

For the interplay of mental and physical activity the first grade program constantly provides. During the silent reading lesson the children execute a rapid series of commands; during the oral reading they show by pantomime or dramatization their idea of the meaning of words and phrases, scenes and events; they clap the rhythm of the song; they discover number facts by handling concrete material, and so on throughout the school day. The purpose is definitely that of preventing the schoolroom from becoming static, rigid, repressive, to keep the children actively responsive, natural, flexible, and free from an awkward self-consciousness. Since the physical expression deepens the mental impression, something valuable is continually travelling back from the periphery to the centre. First grade physical training is not a counter-agent against evils caused by the general school procedure, its purpose is to supplement and complete. It assumes an atmosphere of activity, freedom, and that spontaneous physical expression of ideas and emotions that we call dramatic play.

Along with this informal, atmospheric physical education goes training that is deliberate and purposeful. From the first day of school the teacher of beginners finds physical training the quickest method of establishing group control. The first commands are simple, agreeable to execute, easy to imitate. Non-participants are ignored. The emotional tone is cheerful, stimulating. By the common response, the unity in action, group consciousness is aroused, and, little by little, morale is established. Suppose John's row is the first one that can run quietly around the room and find its way unaided to the seats. (No one unfamiliar with the grade can imagine how much practice is necessary before this proud result is attainable.) These children have a pleasant group consciousness of success, of ability and superiority, they are spurred to further effort. As they learn to say "our class," "our room," "our grade," they are proud to help win commendation for the whole group. "Marching and tactics," says Clark Hetherington, "have no value except that of developing ability to respond in mass and with precision to command." Shall we airily dismiss this ability as unimportant?

When the first grade children have acquired the habit of prompt general obedience to commands of increasing difficulty, when they have learned that in the drill period there is no place for individual choice, but that success depends upon instant conformity, group response by action or inhibition to the external command, they have taken a long step forward. Self control, self subordination, mental alertness, and group pride have recognizable social value.

Even in those schools where ideals of almost complete freedom obtain, where passing in line and restraint by arbitrary command are considered reactionary and undemocratic, fire drills must be given under the state laws. The fire drill necessitates just that prompt, almost automatic obedience which comes as the result of definite training. What can be done in a crisis with a group that has not the habit of obedience? From the child's viewpoint there seems to be nothing terribly tyrannical about brisk physical drill. He is eager to run, jump, hop, stretch, balance, vault over seats, swing between desks, or do anything else that is suggested. He is glad to be shown better ways of doing these common things. He will follow the impersonal commands of drum, victrola, piano, or the personal commands of a teacher or child captain without any apparent sense of thwarted freedom or undue subjection. Little individualists whose main characteristic is negative suggestibility obey group commands readily, though they may resist the order that singles them out and demands independent action.

The idea of definite drill in the first grade is obnoxious to some educators and they attempt to substitute gymnastic games or mimetic play. Unfortunately the games suited to this purpose are not children's games, but are created and imposed from above. However enthusiastically they are taught they do not reappear spontaneously on the playground and really function in the child's life. Instead of being more artificial than many of these games, drill seems the simpler, more direct method of accomplishing the same results. Advocates of mimetic play in place of drill try to throw about

bodily exercises the glamour of fancy. The children become trees waving their branches in the wind, bees flitting from flower to flower, ships scudding before the breeze. An appeal is made to the child's aesthetic sense, and his imagination is called upon to guide his muscles. Now although dramatic play is a valuable part of a child's experience, its use as the sole vehicle for physical drill may be questioned. The essence of aesthetic interpretation is individual expression and not concerted imitation. Then, too, in order to call various motor areas into action, the teacher often becomes too ingenious, and helps the children to imitate activities that they have never witnessed, and, indeed, are never likely to witness. While good exercises of this type are interesting and valuable they are not numerous. Many of the artificial flights of fancy are decidedly silly, and make simple physical drill seem by comparison refreshingly direct and honest.

Games belong to the group, the small social group, somewhat similar in development and ability. They are recreative, restful, relaxing. Most games which the children select seem insipid and monotonous to the adult observer. Children choose again and again to play the old games which demand only a minimum of attention and effort. Even these games are socially educative, especially for the shy, timid children. The process of social adjustment, with its cultivation of tact, fair play and consideration for others, may require just this sort of unexciting, innocuous game which makes no great demand upon the attention. More educative games may be taught, of course, but not too insistently. Games differ from drill. They should have a different

objective, different emotional content, be less businesslike, and, if you please, punctuated with laughter.

Dealing with the children as individuals, mimetic play proves its value. Suiting the action to the word is as old as the oldest nursery rhymes, and pantomime is older than civilization. However action is suggested to the child, by word, by picture, by music, he should be allowed some freedom in expression, a chance to originate, imitate, or make new combinations of movements according to his fancy.

Children, especially those with older brothers, are often interested in self testing, in imitating and striving to excel each other's stunts. Unless the child has cardiac weakness, suggests the status lymphaticus type, or is extremely immature, there is no reason why he should not have the laudable ambition of being able to do almost anything with his bodily machine that his peers are able to do.

The time allotment for physical education in the first grade varies from fifteen minutes to an hour and a half a day. In the Gary schools two hours a day are spent in supervised play, preferably on the playground. In most schools where the time allowance is generous, there are playgrounds and playrooms with suitable apparatus, and some musical accompaniment is provided for folk dances and rhythmic plays. Children of this age certainly need four or five hours a day of exercise,

big muscle activities. The question of where they should get this exercise, and under whose supervision, is answered variously in different localities.

Everyone agrees that out of doors is the best place for play. Often this out-of-door play is extremely exciting and invigorating. The children spill over. Upon return to the schoolroom they seem wild and uncontrolled. If handled good-naturedly, they quickly return to normal steadiness and settle to work with renewed vigor. Some children are easily aroused by music, and brought by musical games to a high pitch of intoxication. This is said to be rather good for many types. Music is valuable when it makes the self-contained bubble over, as when it trains the volatile to rhythmic steadiness. If children cannot rouse to play, if they cannot settle to work, somewhere the balance is wrong.

When first grade children have the habit of quick response to commands, when they have a joyous delight in social play, when they can move about without much noise, sit for a few moments without fidgeting, and go from work to play and from play to work with zest and readiness, their physical education has been well begun. The crude foundation has been laid upon which others may build. Further education may lead them onward towards that complete bodily control which means beauty and strength and poise and grace.

Department of Nursery Education

The Demand for Nursery Schools

ABIGAIL A. ELIOT

Boston

MAY we make an appointment with you to ask your advice about organizing a nursery school?" How frequently those of us who are in charge of successful nursery schools hear that request. Often it comes from mothers who have heard of or seen a coöperative nursery school, mothers who are seeking for the best that is known for their toddlers, mothers who with awakened insight realize the extreme plasticity and educability of children in the earliest years. Sometimes the request comes from members of boards of directors in charge of settlement houses or day nurseries, people who see in the nursery school a powerful agency for the improvement of citizenship, for the making of better homes and better individuals and so of a better world.

To me, personally, come many such requests because the very existence of the two schools in which I am interested creates a demand for more. Mothers, members of boards of directors, and other visitors to the Cambridge Nursery School and to the Ruggles Street Nursery School find in them such simplicity, such beauty, such fundamental strength that they go away eager to organize others. Wherein lies this strength and how far are we justified

in encouraging the creation of similar schools? What do these visitors to our schools find?

In the yard of the Cambridge Nursery School at nine o'clock the visitor finds little children outdoors and busy. Some are playing house in a large box with boards for a roof, some are chasing each other down the slide, one is engaged in some imaginative play on his own account on the junglegym, one is digging vigorously in the half thawed earth. All are active, happy, and almost wholly unconscious of the intruding visitor. If she does not speak to them she may stand and watch unnoticed. The director in charge comes forward to greet the visitor and introduces her to a group of mothers who, including her in their conversation, continue talking over matters concerning their children. One of the mothers is dressed like the teachers in smock and sweater. She explains that it is her turn to stay all the morning to help. The other mothers soon leave, more arrive with their children and after a word with the director are gone.

In a few minutes the director calls and the children clamber up the steps of the little house, take off some of their warmest wraps, and are ready for the morning greeting, news and music. A mother who has lingered because

she cannot tear herself away sits beside the visitor. "That big boy in the red sweater is mine. I thought he hadn't a spark of music in him, but see, he has caught the rhythm!" Other happy activities follow during the morning, half of which is spent outdoors and the rest in this bright room with open casement windows. An atmosphere of calmness and content prevails. The visitor watches and listens, amazed that in a group of such young children there can be so little conflict and emotional stress. Between half past eleven and twelve o'clock many of the children go home, some to return at half past two for an afternoon of play. A few stay at the school for dinner and the after dinner nap.

A few minutes of conversation with the director snatched in an interval between her many activities has confirmed the visitor in her opinion that these children come from homes of education and opportunity. The fathers are in professions, the mothers are in many cases college graduates. One would expect that in such homes inheritance and environment would be working together to develop the leaders of the world. If such is the case the visitor wonders why such tots are here away from home in a nursery school. Before the visitor leaves, the answer to this question has come from the chairman of the committee of mothers who are in charge of the school. "Yes, these mothers need part time help in the care of their children and the \$150 tuition comes to much less per hour than even the services of a high school girl. See what kind of care the children get here as compared to that which a high school girl could give or compared to the care of even a highly paid nurse

maid. Lots of the mothers do not know much about children, anyhow, and the director can help them with problems which arise. It is just a revelation for a mother to be on duty here for a few days. We require such duty, you know. Besides, of course, all of us are convinced that it is good for our children even as young as two years old to live for a part of the day in a group of children who are near their own age." The chairman goes on to tell of the coöperative nature of the school, running expenses met by tuitions, capital expenses met by gifts from parents, grandparents and friends. The enthusiasm of this clear-sighted and devoted mother, the wisdom of the director in charge, the peace and freedom of the busy children send the visiting mother away with an eager desire to start a similar nursery school in her own community.

And what does the visitor find at Ruggles Street? A sunny, airy room, a large yard, a sheltered roof, little children playing happily in groups or alone, teachers and mothers conferring, mothers lingering to watch. The building is not beautiful, it is an old house much in need of repair and improvement but sufficiently adapted to the use of very little children. The beauty of the place is not in the building nor as yet in the yard, though we are trying to raise grass and flowers, but in the children. Two groups with an enrollment of approximately twenty-five each, all under kindergarten age, some just past their second birthday, live here joyously during the day five days a week.

These children come from homes of the neighborhood, which is a poor one. The homes are small tenements affording little space, air and sun. The

fathers are skilled and unskilled workmen, the mothers busy homekeepers struggling to give their families the essentials of right living, often under adverse conditions of housing and income. In these homes the mother needs help in the care of the toddler as surely and as rightly as do the mothers of the children in Cambridge, only she cannot pay for it. If she is not helped by the nursery school she must leave undone many things which she knows should be done for her runabout.

The Ruggles Street mothers have more to do in the home than the Cambridge mothers, larger families and no one to help, and their standards for the care of the toddler drop of practical necessity. But they love their children intensely and in most cases intelligently. They welcome the nursery school because it provides things which they want their children to have but which they are unable to give them. They are as eager to learn and to do their part as are the Cambridge mothers. The conditions making for health which surround the children at the nursery school are most readily appreciated by the parents. As a result of demonstration and of the conferences with teachers, nutrition worker and doctor the parents are guided to improved physical care of their children. They also, especially perhaps the fathers, appreciate the more intangible mental benefits which come to the children at the nursery school, and after explanation and advice often modify their methods of discipline in order to bring about some desired change in behavior. The visitor who sees the influence which the nursery school exerts in the homes where the parents are struggling against odds to maintain fair standards of life, as

well as the beauty of tiny children developing freely and with self control in the school itself, goes away wishing that other communities might have the benefit of such a place.

But have we sufficient knowledge of the nature of these little children to feel sure of the value of nursery schools? Are we ready to encourage these people who wish to organize new ones? We know, to be sure, far less than we wish we knew concerning questions of development in the earliest years. We do not know, for instance, how far heredity and how far environment makes the children in the Cambridge school better developed linguistically and in general intellectually than the children at Ruggles Street. We do not know what effect a nursery school may have on the development of creative ability in children who come from homes of laborers. We do not know how far the above average physical size of the Cambridge children and the below average physical size of the Ruggles Street children makes the one group more advanced mentally for their age than the other. We do not know how far the development and control of emotions in the early years affects power for achievement in adult life. There is much we do not know.

Yet there are some things which we do know by practical experience if not by scientific demonstration. We know that sun and air, exercise, good food and sleep and happiness make for health and normal physical growth in little children. We know that types of behavior are developed and can be modified in the early years. We know that physically, mentally, emotionally, spiritually, tiny children are very plastic. We know that attitudes toward life situations and habits of conduct are

being formed in early childhood which in later life make important contributions to those intangible things called character and personality. We know that the most powerful factor in the development of human beings aside from heredity is the influence which surrounds them at home. If these things are true, should we not encourage these mothers and others to organize nursery schools of the sort described? Could we not do all in our power to bring to mothers the help which they need?

If we answer "yes," the problem of "how can it be done" remains. Practical questions of equipment and housing and financing may be met in various ways, but more important than these is the question of the teacher in charge. A nursery school will not do for children and parents those things which justify its existence unless the teacher in charge is prepared for the task. She must be a person of wide understanding of all the factors which contribute to child

development. She must be convinced through experience of the outstanding importance of home influence. And above all she must know well very little children individually and in groups and be by personality, training and experience competent to guide them wisely. Given such a person in charge we cannot go far wrong in organizing a nursery school. If the person in charge is not of this sort the group will bring no real help to the parents in their task of molding their children's lives.

The nursery school movement is gaining ground rapidly in this country. We should do all in our power to give little children the benefit of what is known about the earliest years of life. Yet, in the clamor for nursery schools there is a danger. To avoid that danger we must have new nursery schools only as fast as they can be so organized as to be of real benefit to the children whose parents have such high hopes for their future.

Per Cent of Children 4 and 5 Years of Age Enrolled in Kindergartens	} correlated with	1. Years of School Life Attended = + 0.59
		2. Per Cent of Enrollment in H.S. = + 0.54
		3. Per Cent of Illiterates. = + 0.34

These Positive Correlations Seem to Indicate That States Enrolling Larger Numbers of Four and Five Year Old Children in Kindergartens

also

1. Give children a greater number of years in schooling.
2. Hold more pupils through the high school.
3. Have a larger number of the population able to read and write.

Music Department
 GRADE WILBUR CONANT, Editor
TWO AIRS FROM MOZART
 BIRDS IN SUMMER

A. B. P.

Allegro

From Sonata in F major

Ev - ery morn - ing, ev - ery morn - ing, The birds sing at dawn - ing.

p

(One voice speaks :) Oh, list to their song!
 Lis-ten!

THEME FROM ALLEGRETTO

From Sonata in B \flat major

Allegretto grazioso

p

poco rit.

National Council of Primary Education

FRANCES JENKINS, EDITOR

Editor's Notes

ARE you using to the fullest extent the coöperation of your city, county, and state libraries? We have information as to rural schools which have no libraries in a state whose state library has circulated sixty thousand volumes during the past year. Surely when books may be had for the asking, the teacher has a responsibility which should be a joy.

Sight-saving classes are becoming more common as their results become known, and as details of administration and methods of teaching prove their worth. Valuable literature is published by the National Committee for the Prevention of Blindness, 370 Seventh Avenue, New York City. There are cities where the primary teachers might well take the lead in urging the establishment of such classes.

The Use of the Full School Life of the Child in Teaching Reading

WINIFRED C. SAVAGE (Term paper, Teachers College, Columbia University)

Educational magazines, within the last few years, have fairly rained upon us reports of the work done in beginning reading in the schools of the country. Much has been said of attempts to take into account the child's full life, in the teaching of this subject. The readers of these reports, however, have often had the feeling that the work described may have been done under superior conditions which they could never hope to attain, or that it was the exaggerated report of some enthusiastic person who did not actually do the work. Somewhat the same feeling has followed the flying visits of many open-minded teachers to grades

where the daily activities of the children were made the basis of the teaching of reading. Not a few of them, blindly groping for solid ground, have developed a great desire to see the actual work of groups of children for longer periods of time, under conditions related somewhat to their own situations. The writer has been granted that privilege, a pleasant and valuable experience. For the possible help that it may give as well as for her own satisfaction and use, the observations will be set down as accurately and as completely as possible. In some cases, however, there will necessarily be "missing links" representing the hours intervening be-

tween visits, but, so far as possible, these have been supplied by the teacher of the grade.

The observations upon which this study is based were made in a first grade of the Horace Mann School between October 15 and December 11, 1925. The teacher was Miss Jean Betzner. On the average, four observations a week were made, varying in length from forty-five minutes to two hours.

The grade consisted of twenty-eight children, representing the more mature group of those just promoted from kindergarten. The classroom was smaller than the average but provision was made, in furniture and equipment, for the full freedom of the children in carrying out their purposes, with an abundance of stimulating materials, inspiring adventure in new fields.

So much a part of the room itself that the casual visitor might take very little notice of them were various labels, notices and statements of duties, which were a real part of the life. The lockers were labelled with the children's names, certain boxes of materials were marked "scissors," "crayons," "needles and thread," "colored papers," "book marks." Signs on articles about the room had a meaning for the people who had helped to place them, for instance, "please don't touch" attached to drying clay conveyed just the meaning intended.

A large manila wall chart¹ composed of pockets in which were cards containing certain words, such as "president," "time-keeper," "blackboard," etc., might mean several things or nothing, but if one stayed long enough

¹ The Plymouth Chart. Plymouth Press, Chicago.

in this room, one would find that those words represented duties of the children and that they were as important as the posted names of any adult committee. A peep in on a class meeting might show an election in progress. Two presidents are nominated and their names written on the blackboard where all can see and read them, a vote taken, the votes are counted and the president's name is placed in the rack beside the word "president." The new president then selects his committees or helpers. Each child has his name card in his hand and as he is selected for some particular duty, he places the card in the rack opposite the symbol for his duty. The child who cannot read the cards discovers a real need to learn them, to ask help from more watchful members, or to lose his opportunity of serving on a committee. When completed, the rack presents this appearance:

We take care of these things

President—Murray
Time keeper—John T.
Tables—Margery, Hope
Straws—Rita
Pails—Evelyn, Susan
Key—Betty Lee
Basket—Bobby
Door—Anita
Napkins, Towels—Barbara
Blackboard—Billy

The Bulletin Board served as another important medium, encouraging the reading of items of interest or little messages regarding the plans for the day. The children soon learned to look at it the first thing in the morning and to follow such messages as, "Change your shoes," "Put on your apron," "We go to Assembly today." Sometimes a period from the daily program appeared, as, "Quiet Time," "Story Time," "Work

Time," but these finally grew into a small chart containing five sheets, one for each day's program. For instance, Monday's program read:

Monday

8:45 Reading
10:05 Recess
10:20 Luncheon
10:45 Story Hour
11:30 Gymnasium
11:50 Work Time

At times longer reading lessons, growing out of various activities, were posted and read by the class as a group. Perhaps the most interesting and worth while of these activities was the excursion to a real farm.

On October 15th there appeared on the Bulletin Board the following sentences, together with an appropriate picture:

The weather is pleasant.
This is the day for our trip.
All aboard for the farm.
What shall we see?

As these lines indicate, twenty-eight little city children, some of whom had never seen a farm, started on an excursion which proved to be a very worth while experience and furnished the basis for weeks of pleasurable reading. After the return, many gay pictures, depicting the happy experiences of the day, were made and placed on the wall above, such sentences as "We saw boats on the Hudson"; "Here we are at the Farm," etc. Each child made in addition to these a book for himself, using Miss Zirbes' *Farm Book*,² which contains similar farm experiences and provides for a crayon picture on each page.

²My Farm Book. Laura Zirbes. Lincoln School, Teachers College, New York.

Small kodak pictures of the children themselves while at the farm were special features and were "earned" by the reading of certain pages of the book. Further echoes of this fruitful experience will appear in the discussion of many other activities.

Judging from the interest displayed, "Our Morning Newspaper" represented one of the main expressions of the life in this classroom. A record of all important happenings, both in and out of school, the united effort of the whole group to set down the events accurately and artistically, it remains as a permanent bit of work, a little "volume" on the window seat. As each issue was recorded, it was printed by Miss Betzner and read the next day by the group. It was filled with a wide variety of happenings from the visits of dolls at school to the Assembly exercises, with only one "thriller," the windy day special. I shall not attempt to give in detail every issue but will list the main events from all, with two or three representative issues in full.

Our Morning Newspaper

October 27, 1925.

Mervin brought a little fern.
We are going to make our costumes.
We went up to Gynasium alone.
John F. brought a pretty green fern.
Rita came back.
Lorraine came yesterday.

Our Morning Newspaper

November 16, 1925.

Jack came back.
We saw a picture about the Pilgrims.
It was better than the Columbus picture.
We saw Punch and Judy at the Fair.
The man was doing tricks at the Punch and Judy Show.
Some of us came to school on Saturday.

Our Morning Newspaper

October 25, 1925.

EXTRA

The Windy Sunday

The voting house on Jack's street blew down. Margery's window broke and some glass cut her knee.

When Evelyn was going from Sunday School she couldn't hold her umbrella over her hat. One of the store windows on Broadway blew in.

Main items from other issues:

1. Visits of several dolls at school.
2. Visit of Pussums, a cat, at school.
3. Stewing and eating of the pears brought from the farm.
4. Washing and drying the dishes.
5. The return of children who had been out of school.
6. Arrival of new children.
7. Birthdays.
8. Election of Mr. Walker, the new mayor.

In addition to the extreme pleasure in the making of this newspaper and the satisfaction experienced at the reading of it in their own classroom, was the sharing of it with the kindergarten children who, no doubt, were greatly surprised and awed when their first grade friends stood up and read from their very own newspaper.

All children are interested in letter writing and these were no exception. Several letters were composed by the children as a group and written by the teacher with the signature of the class—"Room 100"—in the handwriting of some child. Later "Dear" was added to their writing vocabulary and, as the year moved on, we could expect the list to grow, I think. In one case the message was a "Thank you" letter to Mr. Dike, the farmer, who helped to make possible the happy farm experi-

ences; again, it was a friendly letter to a little girl who had moved away; and several times the notes went to children who were out of school because of illness. One of the latter expressed the hope that a certain little boy would return soon, at least in time for the Thanksgiving Party, conveying, as an added incentive, the news that someone was making a doily for him.

With their usual importance in the child's life, special days—in this case Hallowe'en and Thanksgiving—offered opportunity for extensive plans. These plans were formulated by the children, written on large sheets of paper and placed where they could be referred to as the work progressed. The Hallowe'en plans read as follows:

Our plans for Hallowe'en

1. Make a Hallowe'en picture.
2. Make costumes.
3. Make our Jack o' lantern.
4. Light our Jack o' lantern Friday.
5. Wear our costumes Friday.
6. Have a parade Friday in the Gynasium.

Each child attempted to make something for the parade and if anyone seemed to be wasting valuable time he was promptly referred to the plan sheet by some other child or by the teacher and helped, if necessary, to carry out his plan. Crowns, wings and various other "costumes" evolved during the week, and the splendid Jack o' Lantern, made from the pumpkin which came all the way from the farm, was carefully made. All culminated in one glorious parade on Friday.

Plans for the Thanksgiving Party were also posted in a prominent place where they were followed and checked to the last detail. Many housekeepers

would do well to outline work as carefully as this plan indicates:

Our Thanksgiving party

1. Make cookies Monday.
2. Make apple sauce Tuesday.
3. Make paper doilies.

How many children, I wonder, have begged mother to let them help in making things in the kitchen and how many have been turned away because they were "too little to learn"? Evidently the "play-master" of these children did not feel that they were too little to have some experiences of this sort when she arranged for an experience in jelly making! If folks are going to make jelly, they must surely have a recipe; so it came about that the recipe was written boldly upon the blackboard. Let it speak for itself:

Quince Jelly

Wash the quinces.
Cut the quinces in quarters.
Cover with water.
Cook the quinces until they are soft.
Stir often.
Put the quinces in a jelly bag.
Let the juice drop out.
Measure the juice.

Each item must be studied diligently if the jelly is to be a success, hence more than one careful reading is necessary. What skill it takes to measure juice accurately! The little family hovers about the large table, each hoping to have a turn at the measuring cup. One painstakingly keeps the count at the blackboard. Five and three-quarters cups of juice is announced as the result. This is a triumph indeed—last year's class didn't have so much!

There is still something to be done. Let's see what it is:

To every cup of juice put in $\frac{3}{4}$ cups of sugar.
Boil 20 minutes.
Put in the sugar.
Boil 5 minutes.
Put in glasses.
Let it cool.

Now comes a more difficult task. The measuring and counting are done by hands almost trembling with eagerness, each step read and checked, and at last the juice is on the stove. The class must go to Gymnasium, but a timekeeper is left to watch the precious mixture—an imposing sentinel, he guards the kettle as it boils.

His work must have been well done if we can judge from the tiny glasses of clear jelly as they stood on the table, or the reports from certain homes after the Christmas holidays, to which, somehow, certain tiny packages in tissue and ribbon had found their way.

If space permitted we could tell of other interesting experiences which were worthy of a write-up and got it at the time. There was the story about the bulbs which were planted and finally blossomed for the little family. And there were the moving pictures and the play!

To stay at home and do things just for the family is very fine, but to be asked to prepare a program for Assembly, something good enough for other people to see, takes thought and work. When it was decided that they could entertain at Assembly, the children planned to make a "moving picture" of their Farm Trip and to prepare a play from one of the stories they had read. Accordingly they composed the captions for the moving picture and

arranged for the making of the pictures. At once the easel and paints were put to work and some clever illustrations resulted. The captions were printed by Miss Betzner and attached to the appropriate picture. When it came time to display them, children stepped to the platform one after another holding pictures and captions so that all might get the story of their trip. The following views were shown:

A moving picture of our trip

Room 100 leaves Horace Mann School.
We saw boats on the Hudson.
It was fun on the ferry boat.
We saw pretty red leaves.
We stopped at Harold's summer home.
Mrs. Dike gave us nice pears from her pear tree.
The milk was delicious.
We arrived at the farm.
We saw many kinds of vegetables.
We played in the hay mow.
We saw the horses.
We saw the cows.
The geese looked so pretty.
They marched like a parade.
The music was quack, quack.
Before we went back to Horace Mann School,
we rode on a little black pony.
Peter Rabbit lived in a cage.
Barbara was afraid of the chickens.
We brought home carrots from the garden,
pears from the trees and a pumpkin for
Hallowe'en.
Hurrah for the farm!

The second part of the program was as interesting as the first but of an entirely different nature. A story, *The Kitten's Breakfast*, was selected and rehearsed in a most informal manner. At first the names of the characters in the story were written on the board and the children chosen to represent them. They appeared in this form:

Little Kitten
Alice

The big dog
The pig
The hen
The rooster
The cow
The mother cat
The turkey
The duck
The horse
The lamb

In a day or two the names of the children were added to them, different ones being tried out from time to time. At last they appeared:

Little Kitten—Barbara
Alice—Ethna
The big dog—John T.
The rooster—Murray
The cow—Betty Lee
The big cat—Ray
The horse—Billy

As everyone knows, the results of such activities as these cannot be measured by a foot rule but if "play is the only work worth doing" we can readily classify these under the heading of worth while work and step back to meet the child in other joys of a similar kind.

Before we leave this topic, it seems best to take notice of the relation of the "library corner" to the reading of the children in this class. A small round table and several chairs, with shelves containing an abundant supply of picture and story books, made this one of the most inviting corners of the room. At almost any time during the day, some child might be seen attempting to read the books from these shelves, asking help now and then from anyone who happened to be near and proudly announcing to his friends his accomplishment—a page or sometimes only a few words under an attractive picture. All the children found pleasure in

selecting favorite books from this corner, but, from the very beginning, some attempted to read the titles of the books, the titles of certain stories and then to select stories to read. An example of the stimulating effect of these books occurred one day when three of the children happened to be gathered about the table, turning through the books. Ethna, who read unusually well for that time in the year, began to read aloud a short story. Barbara, who had the same kind of book, decided she would read too, but when she began was told by Ethna that she wasn't "really" reading. Almost instantly she began asking parts of the story in her attempt to do for herself what Ethna had done so satisfactorily. The books selected by the children and discussed in their own little groups or read silently supplied a valuable part of one of the most enjoyable periods of the day, "The Story Hour."

Grouped about Miss Betzner, each holding his own particular choice from the library, these children awaited their opportunity to read a short passage to the others. Ethna entertained the children for days with bits from *The Tar Baby*. Sometimes when she had read for a page or two, Miss Betzner would say, "Do you want Ethna to continue this story another day?", always an enthusiastic "Yes," for an answer. Bobby always had an appreciative audience too,—sometimes with *The Three Bears* or *Chicken Little*. Often the *Gingerbread Boy* class would have a surprise for the others, several of them reading a little from the same story; on other days another little group might have a "surprise" ready. If a story was selected which was entirely too difficult for the child, Miss

Betzner read the part selected by him and the book was put on the list to be read "after Christmas." Charming stories were read to the children also, giving just the right sort of finish to a delightful story time. For ready reference a list of the books in that library is added.

- The Real Mother Goose.* Rand McNally.
Four and Twenty Tailors. Illustrated by F. D. Bedford; verses by E. V. Lucas. McDermitt Wilson.
 C. B. Falls. *A. B. C. Book.* Doubleday-Page.
 C. B. Falls. *Mother Goose Pictures.* Doubleday-Page.
 E. Boyd Smith. *The Railroad Book.* Houghton-Mifflin Co.
 E. Boyd Smith. *Chicken World.* G. P. Putnam's Sons.
 E. Boyd Smith. *The Country Book.* Frederick A. Stokes Co.
 Walter Crane Picture Books. *This Little Pig. The Three Bears.* John Lane.
 Caldecott. *The Panjandrum Picture Book.* Frederick Warne & Co.
 Brooks, Leslie. *Johnny Crow's Garden.* Frederick Warne & Co.
 Brooks, Leslie. *The Golden Goose Book.* Frederick Warne & Co.
 Lear, Edward. *The Book of Nonsense and More Nonsense.* Frederick Warne & Co.
 Leroy F. Jackson. *The Peter-Patter Book.* Rand McNally.
 Helen Bannerman. *Little Black Sambo.*
 Mabel G. LaRue. *The F U N Book. Under the Story Tree.* Macmillan.
 Baker and Thorndike. *Everyday Classics. Primer. First Reader.* Macmillan.
 Elson Runkel. *Elson Readers. Primer. First Reader.* Scott, Foresman.
 Perkins. *The Dutch Twins Primer.* Houghton-Mifflin Company.
 Coe-Specht. *Easy Steps in Reading.* American Book Company.
 Mitchell. *The Here and Now Primer.* E. P. Dutton.
 Mitchell. *The Here and Now Story Book. 2 to 7 years old.* E. P. Dutton.
 Skinner. *Nursery Tales from Many Lands.* Charles Scribner's sons.
 Beatrix Potter. *Peter Rabbit. The Pie and the Patty Pan.* Frederick Warne & Co.

- Hill and Maxwell. *Charlie and His Puppy Bingo*. Macmillan.
- Hill and Maxwell. *Charlie and His Kitten Topsy*. Macmillan.
- The Careless Chicken*. Illustrated by Neelson. Frederick Warne & Co.
- Heward. *Ameliaranne and the Green Umbrella*. Jacobs.
- Hardy. *At the Farm*. Thos. Nelson.
- Once upon a time*. Edited by Katherine Bates. Rand McNally.
- Aesop for Children*. Illustrated by Milo Winter. Rand McNally.
- Helen Cowles LeCron and Bertha Shore Jewett. *Picture Tales for Tiny Tots*. Frederick A. Stokes Company.
- Gordon. *The Turned Into's*. Volland.
- Gruelle. *The Little Brown Bear*. Volland.
- Heward. *The Twins and Tabiffa*. Geo. W. Jacobs & Company.
- Tony Sarg's *Book for Children*. Greenberg.
- Lefevre. *The Cock, the Mouse and the Little Red Hen*. Jacobs.
- Andre Helle. *Big Beasts and Little Beasts*. Frederick A. Stokes Co.
- Hugh Lofting. *The Story of Mrs. Tubbs*. Frederick A. Stokes Co.
- K. Pyle. *Six Little Ducklings*. Dodd, Mead & Company.
- Old, Old Tales Retold*. Volland Edition.
- Tony Sarg's *Book of Animals*. Greenberg.
- John Rae. *Grasshopper Green and the Meadow Mice*. Volland.
- Edith Rickert. *The Bojabi Tree*. Doubleday Page.
- Stryker. *Little Dog Ready*. Henry Holt.
- J. A. Francis. *A Book of Animated Cats and Other Animated Animals*. Century Company.
- Bergengren. *David the Dreamer*. Jane, Joseph and John. Atlantic Monthly Press.
- The Story of the Ship*. McLoughlin Brothers.
- Hawthorne. *Rumpty Dudget's Tower*.
- Greenaway, Kate. *Marigold Garden*. Frederick Warne & Co.
- Richards. *In My Nursery*. Little Brown & Co.
- Milne. *When We Were Very Young*. E. P. Dutton.
- Rose Fyleman. *Fairies and Chimneys*. Geo. H. Doran Co.

The possibilities of the use of the child's full school life in learning to read are apparent from these observations. The advantages appear in the splendid attitudes toward reading which all of the children in this group possess. Since conditions here are not entirely foreign to those existing in many public schools, we may conclude that it is entirely possible for interested teachers to capitalize the activities which children engage in to make their reading experiences meaningful.

A HIGHLY ENLIGHTENED public policy must be adopted if the cause of education is not to break down. It is perfectly clear that the public schools must have the most liberal support, both moral and financial. Particularly must the people exalt the profession of the teacher. That profession must not be abandoned or be permitted to become a trade for those little fitted for it. It must remain the noblest profession. There are no pains too great, no cost too high, to prevent or diminish the duty of the people to maintain a vigorous program of popular education.

—Calvin Coolidge.

Three Group Projects

Development of a Park Project

BERTHA PERRINE HILLS, *Kansas City, Mo.*

IN THE early spring many of the kindergarten children told about having been to Swope Park. On being asked what had been seen the usual response was the elephants and other animals, the Zoo always being the center of interest. Questions were asked as to where the animals were kept, how they looked, and what the children had seen the animals do. Pictures of these animals were brought from the homes. The children cut animals from paper. Some made animals of clay. Toy animals were also brought into the kindergarten.

One day two children told the group that they had gone out to the park especially to see how to build the zoo buildings. They said we needed shelter houses for our animals. Large blocks were used for the buildings and sticks set in plasticine were used for bars on the cages. A pointed red roof was demanded, so cardboard was used and painted.

By this time almost every child in the kindergarten had been to the park and was vitally interested in working it out in the kindergarten. Those capable of difficult work did the hard part and those less capable made the simpler things.

Green crepe paper was used for grass. Paths and roads were marked off and the paper was cut out leaving the bare floor to designate the roads. Trees were made of branches brought by the

children and the leaves were made of green tissue paper. Flower beds were of clay with paper flowers on toothpick stems. Street lights were kodak spools painted black, and the lights were white paper cylinders with cone shaped black tops. Some danger signals were demanded. These were made in the same way, of red paper. Paper benches, autos and street cars were next made and the best ones were selected for use in the park. Clay was used for the drinking fountain.

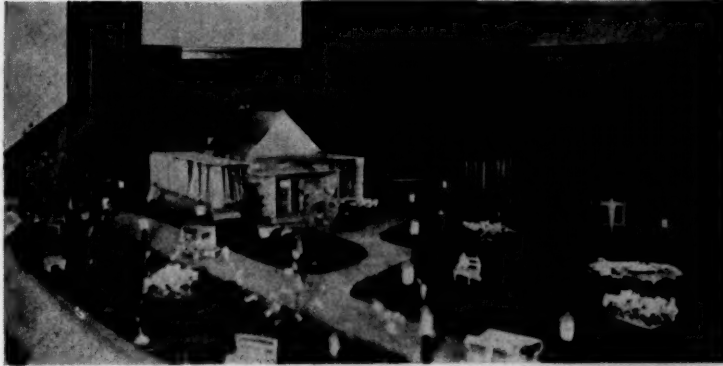
Small dolls were placed in the park. Some were looking at the animals, some were riding in autos and street cars and some were drinking at the fountains. In one part of the park was constructed a playground with slide, see-saws, swings and a sand pile. A tray was filled with water and used as a duck pond. This project lasted about six weeks and grew from just a zoo until finally it became a complete park.

At the time the children were working on the park, it was decided that there would be a "May Festival" in our school. Each room was to have a display and parents were invited to come on a certain evening. This delighted the children and they were more enthusiastic over the park than before.

On the evening of the May Festival many parents came with their children. It was interesting and enlightening to hear a child tell his parents all about

the park and show what part he had made. Several parents told of the interesting conversations they had with their children about the park. One father said Harry insisted that he must be taken out to see the zoo building as he wanted to build it at school.

but gradually the people riding as well as the conductor and the motorman knew how to play in an orderly way. The children criticized their play and suggested many improvements. Upturned tables and chairs represented cages for the animals. The animals



A MINIATURE PARK IN THE KINDERGARTEN

The dramatic play of the family going to the park was quite realistic. Instead of going in an auto, as most of the children did in reality, they went on the street car, which was made of kindergarten chairs. A motorman and conductor were chosen and then the need was found for a traffic officer. At first the children got on and off the car without regard to the proper place,

became so real the children were almost afraid of them.

Development and improvement were noted and standards were raised in the following objectives:

Social habits; technique in building and hand work; self expression in speech and work; enlarged vocabulary; co-operation; dramatic play; reasoning and judgment.

Our Kindergarten House

GRACE E. WOOLWORTH, *Saginaw, Mich.*

We have two sessions in our kindergarten, with thirty children to a session. The older ones, ranging from five to six years of age, come in the morning, and they choose their work the first hour.

The children had furnished a house

made of the Hill blocks, which consisted of four rooms and a porch, and had made such furniture as a phonograph, bed, chairs, round table, bookcase, stove, ironing board, cupboard and porch swing, besides many other things during the year, so we had used nearly all

of the supply of wood which had been allotted to us. We had an opportunity to buy a load of boards of different lengths from a factory at a very low price. The kindergarten children carried this wood to their supply room and piled it up.

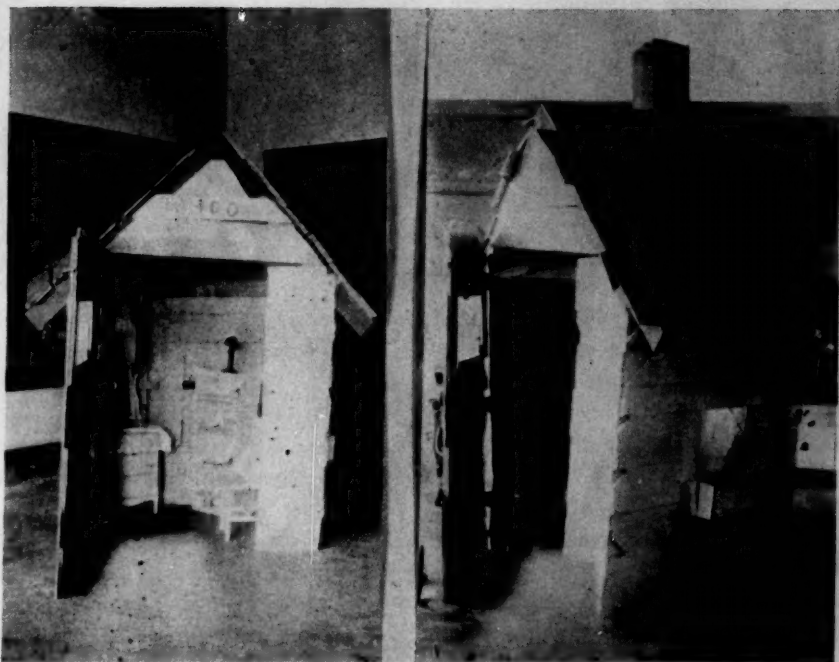
The next morning as soon as Joseph and Earl came to school they began carrying boards into the kindergarten and nailing them together. I asked the boys what they were making and they said a house. Several other boys became interested and worked faithfully until they had two sides built, each having a window. The first window had a sill and molding at the top. Finally they got the other two sides on, making the house almost square. Each side was about five feet long and five feet high. The house must have a roof, according to the "boss" carpenter, so the boys borrowed some long boards from the first grade and made a slanting roof. Earl and Joseph found they could not reach far enough to get the boards across, so they built a scaffold. We tried it to see if it was strong enough to hold the boys. The boards had to be measured for the roof and some were not long enough and had to be pieced. About twelve boys worked on the house during its construction, working in groups of two and three.

After the roof was done Joseph and Junior began work on a door. When the door was finished it had a window at the top about two feet long and one and one half feet high. The boys started to put it up but found that doors must have hinges, so Joseph came to me and told me that they needed hinges. I asked how many, and he said they must have three. I bought them at the Ten Cent Store, and two boys

put them on. When the door was on they tried to open and close it, but it scraped on the floor so they laid the long boards from the Hill Blocks for a foundation and the door opened and closed easily.

The house was large enough so that a grown person could stand in it comfortably. The boys could hardly wait until it was done so they could paint it. The sides and door were painted white and the roof green. While the children were painting the roof they decided that there should be a chimney. Joseph cut a hole in the roof, made a chimney, braced it on each side with a short piece of wood, and painted it red.

It was then decided that the inside walls must either be papered or painted. The boys asked the girls what color they would rather have and they said yellow. The only thing we had was some cream colored Fresco paint which we used for the large painting. This seemed satisfactory to the group. The woodwork must be finished like that in our kindergarten, so they used orange shellac and varnish. When the house was ready to move into, the girls put up the curtains they had used in the house made with the blocks. These were white with yellow appliqued flowers. The furniture was moved in and the house was settled. The girls suggested that the boys make a window box, so three boys worked on the box and painted it white. We had a pot of ivy at the time and one little girl said that it would look pretty in the box. This was trained up on the roof. Next we must have a number on the house or the postman would not know where to deliver the mail. Junior got scissors, crayons, paper and made "100" to put above the door.



THE KINDERGARTEN HOUSE

The children worked every day from the last of April until the middle of June and the house was finished two weeks before school closed. Nearly every boy in kindergarten either worked or gave suggestions and the girls were helpful in proposing things the house needed or changes to be made.

I felt that there was unlimited benefit received from this project, which I cannot describe in detail here. The children became more skilled in the handling of tools and paints, also learned

to select the best materials to serve their purposes. They observed houses under construction as they came to school and watched the progress. They learned to work in groups, to give helpful criticisms, to persevere when boards split or nails went in crooked, to work independently, and to take care of materials and tools when the work period was over. I helped only when the children asked for help and when I felt that they would become discouraged after working so long and faithfully.

A Project Using the Double Enlarged Floor Blocks

LILLIAN M. WYBRANT, *Cleveland, Ohio*

It is not unusual, in a period for self directed work, for an individual project to become so alluring that a child

is loathe to leave it at the end of the period, but rarely does a project initiated by an individual child claim the

undivided attention of the entire kindergarten group for as long a period as did the following.

Two boys of the younger kindergarten group, using the double enlarged floor blocks with which the Cleveland kindergartens were equipped, built an enclosure with the oblong blocks upon a floor constructed of the long boards. When completed it suggested a wagon, but feeling the need of wheels they took it down and rebuilt it, placing the floor upon large spools and doubling the height of the sides. Spanning the breadth of the wagon with a floor board they made a seat wide enough for the two to sit upon. This afforded them much pleasure for the remainder of the period.

Upon the arrival of the older children great interest was displayed in the new wagon, and mingled with shouts of glee came the suggestion "We could make a machine out of that," accompanied by "Or a street-car," "a train," "a touring car," "a taxi," "a limousine."

As cars and trains had been made before it was decided to accept the suggestion of a machine and before the auto was scarcely commenced it was being called the "Studebaker." Interest was so keen that it was difficult to keep pace with the rapid suggestions from the entire group and their desire for immediate execution.

Retaining the wagon-box the radiator was the first addition. This was constructed by placing two floor boards, crossed by shorter ones, upon large spools and upon this base were laid the large oblong blocks; and the triangular prisms were so fitted to the sides as to complete the hood or cowl of the car. A cylinder was used for the radiator cap of the machine.

At the same time others were constructing the rear of the machine and were holding an interesting discussion as to the rear seat and window.

Then came the question of a top and some lads who had constructed a large circus wagon volunteered the suggestions for a solution. They used the large pillars for uprights, placing the long boards as cross beams and re-crossing these with other roof boards for the top. They decided that the top was too low so they removed it and placed large pillars upon the original wagon-box and rebuilt the top. "May we have some of that black oilcloth like we used for our pillows to make a cloth top for our auto?" they asked. As they had measured and cut tarlatan for their circus wagon screenings they found little difficulty in holding the oilcloth while one boy cut out a piece the size for the covering, but the kindergartner helped them put the thumb tacks into the hard wood. A slight change was made in the wagon-box for the doors by reversing the positions of the oblong blocks and pillars to facilitate opening the doors without separating the blocks.

"I can make a step," cried a lad who had offered little help all the year. With this came the addition of fenders. He made short paper ones at first.

During this time one of the older boys asked the assistant for cardboard to make a steering wheel. This he cut and placed at the end of the tube on which the oilcloth had been rolled. He stood it against the slanting side of the triangular prism, after discovering that the straight side would not hold it in the position that he desired. He placed two smaller triangular blocks for pedals. This idea he had carried

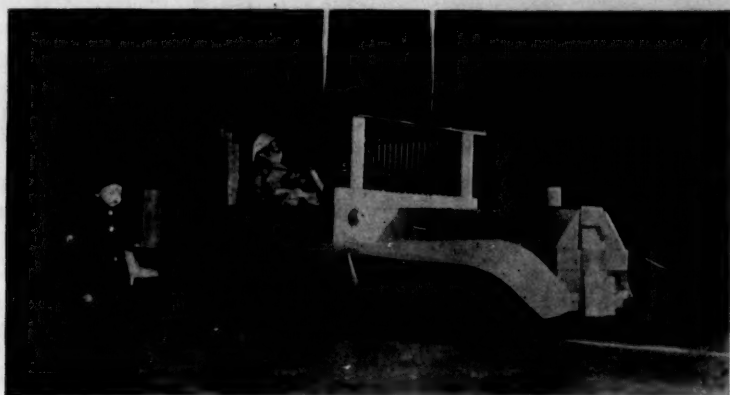
over from the construction of a small piano earlier in the year. His next request was for some round boxes for lights. From various sizes he chose those in which paper fasteners are purchased. He pasted the cover on each and crayoning a red spot in the centre he put on side-lights, dash light and tail light.

"I can make some licenses," declared a little girl, and soon to the front and rear of the machine she added cardboard licenses bearing five figures.

Meanwhile a group of girls in the

don't stop there, they come way out to the front." One of the boys said, "If I had some large paper I could make some larger ones." He used tag-board and because of the stiffness the assistant helped him with the creasing, although he refused any assistance with the cutting after he learned how he could measure the length.

The language periods revealed an interesting development in vocabulary and an increased knowledge of cars. Twenty-six words relative to the machine and its parts were jotted down



THE "STUDEBAKER" COMPLETED

play corner were dressing the dolls for a ride in the new car. A Teddy bear was placed beside the driver and the children were more than delighted with the new "Studebaker."

The second day brought about a few changes. The little girl who had made the licenses came bounding in, exclaiming, "I can make some better licenses because I looked at those on my Daddy's car last night." She removed the original ones and replaced them with others on which she marked the state letters with the figures. Another little girl remarked, "The fenders

during the conversation and others were added later. Real thinking was stimulated and safety problems were discussed.

The interest of both groups carried over to the homes and parents and friends were brought to see the auto. It became somewhat of a community interest. Neighboring shopkeepers and even the traffic officers, one of whom gave an interesting talk on "Safety," came to see it.

Best of all was the enjoyment and social coöperation resulting from this simple child-like construction.

From the Foreign Field¹

Congo-Belge, Africa.

Mrs. Ruth E. Smalley reports that problems in far away Congo-Belge, Africa, are many. All the training the white children receive is given in the home by the parents. Her own little boy is less than a year old but she is already looking ahead two or three years wondering where she can receive information about kindergarten work which she can do with him.

To train their children not to be tyrannical over the little natives who idolize

a snapshot of some of them looking at a scrap book sent from America. "They enjoy it whether right side up or upside down," she says.

"The native children run about with their mothers or sisters until old enough to cast about for themselves. Then they go to the mission school, learn the letters, write, do a little arithmetic, learn to read the Bible and graduate. More needs to be done for them. Their parents know little or nothing of how to bring them up to be good, helpful people."



CHILDREN IN KANENE, KATANGA PROVINCE,
CONGO-BELGE, AFRICA, LOOKING AT SCRAP
BOOK SENT FROM AMERICA

them and are their willing servants is a very great problem.

Mr. and Mrs. Smalley are 400 miles from Elisabethville and 125 miles from a railroad. In Elisabethville, Congo-Belge, the Catholic sisters have a day nursery for little ones, also a school for the older children. Mrs. Smalley had at one time a class of children in this place ranging in age from five to twelve. They sewed on cards and enjoyed the work—"loved it," she writes. She sent

¹ Extracts from letters received by Miss Nellie E. Brown, chairman I. K. U. Committee on Foreign Correspondence.

Lány, Czechoslovakia.

To avoid misunderstandings I must tell you that my work at Lány is quite different from the work being done in the kindergartens of our country. Mine is just a mere trial and is not approved by our kindergarten authorities yet. Though I do see some progress in my kindergarten I am not quite satisfied with it yet and do not find it proper to inform the world about our work if it is not the first grade. Please do not take it as a lack of good will from my side and be sure that I would be the most happy if I had some work accomplished that would be worth while writing about.

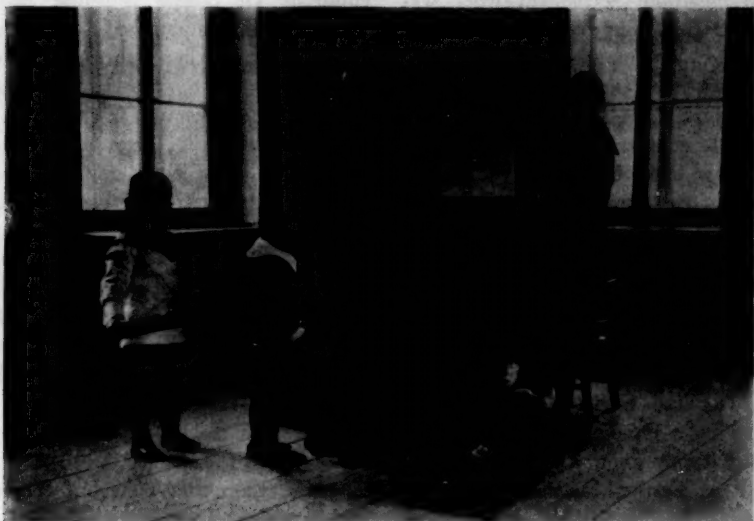
Inclosing I send you some pictures of our children. One picture shows the boys building a house of the large "Hill" blocks. I am very proud to have a whole set of those wonderful large blocks in my kindergarten. The other picture shows our doll room and our best dolls.

The children change their dirty shoes for the light slippers. We have a bad muddy street in our village and we had really suffered by dirt and dust before we got the slippers. I must tell you that we bought them with money that we had received from an American lady who was visiting out here.

The children bring bread or rolls from

home and at ten o'clock they eat it. Before they sit at the table they wash their hands. Each child has a little mat to spread for his

My assistant teacher is ill and I had to drop my study for this semester for I have to be at my work every day from seven in



BUILDING WITH THE HILL BLOCKS



THE DOLL ROOM AND THE BEST DOLLS

lunch. The Junior Red Cross girls made the mats for us. There are different marks embroidered in one corner on each mat such as, horse, drum, doll, wagon, flower.

the morning till four in the afternoon. The children come many, fifty-five to sixty every day, so that I am kept busy.

MARIE BARTUSKOVA.

Okayama, Japan.

Mrs. Genevieve D. Olds of Okayama, Japan, writes under date of January 12, 1926.

The Hanabatake Settlement work was started more than thirty years ago by Miss Alice Adams. For many years she carried on a nursery department to care for the children of working mothers. Some years ago this work was changed to kindergarten, but because of the lack of a competent teacher we could not call ourselves a real kindergarten. With the coming three years ago of two trained teachers from Miss Howe's school in Kobe a flourishing kindergarten was started. The children come from poor homes, but are bright and very dear.

I wish you might have seen our recent Thanksgiving and Christmas celebrations. We try to make the Thanksgiving celebration, which comes about the same time as their Harvest Festival, as much like their own as possible—not simply an American Thanksgiving. The children, with the help of the teachers, colored some very effective posters of fall fruits, vegetables and foliage. From their own money they contributed enough to buy vegetables and fruits for a Thanksgiving offering, which added to the decorations and were given to needy families later. The parents were invited and there were some other guests.

The children sing quite well, and enjoy learning very simple English songs. They are fond of rhythms. Our latest acquisition is a band. It is a very simple affair—bells, cymbals and a drum—but the children enjoy it immensely. The leader has a very good feeling of rhythm and puts a lot of vim into the playing. At Christmas time they accompanied the phonograph in "*Joy to the World* and *Hark the Herald Angels Sing* and again later, *Over There*" which is popular in Japan.

We have been trying to interest the children in their own health. Last November the lessons of the month were given up to the subject, with simple talks about the organs of the body, their use and abuse,

right and wrong habits of eating, etc. Following out the Modern Health Crusade Methods we had a chart with a few of the simplest chores and kept a record for the children. Of course brushing the teeth was one thing emphasized. One child was in tears because her father would not buy her a tooth brush. She said "mother told me to use my finger and salt, and I'm trying to make that do." Clean faces, hands and noses have been much more in evidence since the introduction of these talks and the health chart.

Mothers' meetings are held every month and are well attended. Usually the mothers come in the morning to see what the kindergarten is doing. The children are dismissed early and then a short meeting is held with a practical talk on *Health, Children's Habits* or on various topics related to the care of children and the home.

Our teachers are young but very earnest and capable. They are loved by the children and have an opportunity to do much for the homes where the parents can give their children so little.

There is no greater force for the propagation of Christian truth in Japan than the kindergarten. The children are carrying home to their parents the heart of the gospel—love and service.

Azabu, Tokyo, Japan.

In the kindergartens with which I am connected, we have regular monthly mothers' meetings. The women are always happy when home conditions make it possible for them to attend. One of these meetings has up to the present been held in our home parlor because of the unsuitability of the kindergarten room. A request came recently from some of the mothers, asking that in spite of these conditions we have our meetings in the kindergarten. The reason given was that they wanted to be in the same atmosphere in which their children live daily. We can scarcely realize, I think, the wonderful value of these monthly mothers' meetings held in the

various Christian kindergartens all over the country during the school year.

On a very hot day in June, I visited one in another Mission Kindergarten in the city, the two teachers of which are graduates of our Training School, also of our Kofu High School. There were fifty or sixty beautiful, intelligent mothers present. The women took entire charge of the meeting. The speaker was Mrs. Kawada, daughter of the late Dr. Uemura of the Presbyterian church. She is a graduate of one of the colleges for women in the United States and a mother herself, with a first hand knowledge of a

mother's problems. The women listened attentively to the very helpful Christian message she gave them. The teachers told me that they always have as many or even more mothers present at their meetings. If there is any truth in the saying that "one good mother is worth one hundred school-masters," then surely to encourage and inspire these earnest, ambitious women to become good mothers in the true sense of the word, is a task we kindergartners should accept gladly as a God-given opportunity for service.

KATHARINE DRAKE.

IN SACRÉ-COEUR

In Sacré-Coeur, before the "Silver-Christ"
All glowing in the tender candle-light,
A mother knelt, while close by stood her child.

His face transfigured by the radiance,
He watched the restless play of greedy flames
That, mirrored in the metal, multiplied
Themselves a hundred fold before they died.
Toward these he stretched forth tiny eager arms.

And from the dim recess beside the shrine,
Where seeing I could still remain unseen,
I thought there came from his sweet baby hands
The blessing that the praying mother craved.

—Dorothy Ure.

International Kindergarten Union Headquarters

1201 Sixteenth Street, Washington, D. C.

I. K. U. Tour to France in 1927

In connection with the itinerary arranged for the tour of the International Kindergarten Union in 1927 (printed in the April issue), it is interesting to note the exceptional amount of motoring provided, notably the trip from Paris to the Battle Fields, the trip up through Arras and Amiens to Liévin, and return to Paris through Ham, Compiègne, Senlis, and Chantilly; and the most extensive of all, the trip from Aix-les-Bains through the beautiful French and Savoy Alps to Nice. These motor trips afford a much closer and more intimate knowledge of the country visited than could be had if the same trip was made by rail. The trip through the French Alps is an exceptionally beautiful drive; the over-night stops being carefully selected both from a standpoint of comfort and picturesqueness.

The approximate cost of this trip is \$795.00 per person. Membership in the tour includes ocean passage round trip, to the value of \$325.00 (Government steamship tax of \$5.00 included); transportation over all routes whether by railway (generally second class in reserved compartment; and in Italy first class) or by automobile, motor coach or carriage; hotel accommodations at good, first class hotels with three meals a day, comprising table d'hôte breakfast,

luncheon and dinner according to the customs of the country visited, both at hotels and while enroute.

Also, all carriage and automobile drives and side trips in accordance with the itinerary; transfers; guides' fees and sightseeing fees; taxes and fees at hotels for usual services; transfer of hand baggage through-out (additional charge for trunks); and the services of experienced tour managers during the entire time in Europe. Steamer chairs for the eastbound passage are provided without extra charge. The practice of the steamship companies however, prevents the same provision being made for the west-bound passage.

The membership does not include items of a personal character, such as baths, stewards' fees, passport and visé. The price of the tour is based upon rooms without private bath, because not everyone desires a room with bath, and because in some localities such accommodations are not available. Arrangements are for two in a room in hotels, three in a cabin on steamships.

Applications should be made to Mr. Ralph Friedman, 606 Fifth Ave., New York, N. Y.

ANNIE LAWS, *Chairman,
Committee on Arrangements.*

Story Contest

This contest is under the direction of the Committee on Literature of the I. K. U., with the following conditions:

RULES OF CONTEST

1. Story must be within 1000 to 2000 words.

2. Suitable for children from 5 to 6 years of age.

3. Adapted to group audience.

4. Rights of publication of stories receiving prizes or honorable mention, given to CHILDHOOD EDUCATION.

5. Manuscripts must be received by the

editor of *CHILDHOOD EDUCATION*, 1201 16th Street, N.W., Washington, D. C., by *July first*, 1926.

6. Name and address of author must be submitted in a sealed envelope with *nom de plume* on envelope and on manuscript.

PRIZES

First Prize, \$50.00.

Second Prize, \$25.00.

Third Prize, \$25.00.

First, Second, Third, Fourth Honorable Mention, no financial award.

JUDGES

Miss Alice M. Jordan, Supervisor of Work with Children, Public Library, Boston, Mass.

Miss Catharine R. Watkins, Director of Kindergartens, Washington, D. C.

Miss Lucy Wheelock, Wheelock School, Boston, Mass.

WHY I GO TO KINDERGARTEN¹

THIS IS WHY
FATHER AND MOTHER
SEND ME TO KINDERGARTEN

BECAUSE

Kindergarten is the bond between the home and school.

BECAUSE

The kindergarten cooperates with the home in establishing habits of cleanliness, good health, good citizenship, independence and responsibility when these are most easily formed.

BECAUSE

Kindergarten gives added opportunity for good physical development through the use of large building blocks, slides, teeters, rhythms, and directed physical activity.

BECAUSE

Kindergarten extends and enriches my experiences through out-of-door excursions and trips, through stories, pictures, and conversation, and through work.

BECAUSE

Kindergarten provides experiences which are the foundation for reading, writing, arithmetic, geography, music, literature, and art.

BECAUSE

Kindergarten is a beautiful and cheerful place which gives lasting happiness.

COME AND VISIT US
IN OUR KINDERGARTEN
WE WELCOME YOU ANY TIME

¹ Folder sent out to parents by the kindergartners of Flint, Mich., Nellie E. Barton, Supervisor.

The Reading Table

Understanding Our Children¹

Understanding our Children makes an interesting presentation in non-technical language of many theories concerning child development, including the contribution of suggestion and autosuggestion. In the foreword the author states his point of view, "Although the test of time and experience had proved the correctness of many of Professor Sigmund Freud's theories in connection with the human mind as early, let us say, as the year 1910—and although the ensuing decade was marked by steadily advancing knowledge of the psychology of the unconscious—it has been only within the last few years that educators and parents have begun to see how this knowledge might be brought into direct service of family and school."

The six sections of the book include an introduction on *Facing Parenthood*, which cites several cases in Mr. Pierce's experience as a practical consulting psychologist and analyzes each one to indicate the need of a better understanding of the mental processes, particularly the unconscious; sections on the *Nature of Children*, *The Early Childhood*, *Pre-Adolescence*, *Adolescence*, and the *Early Mating Period*; and a conclusion stressing *Methods of Mind Management*.

The book is filled with practical suggestions evidencing good common sense in the bringing up of children. "Bringing up children depends upon bringing up ourselves first." "Our children need to be brought up with emphasis on the responsibility and dignity of using their minds in-

dependently." "The conscience of the child is not a ready-made article, but something which we ourselves have to make." "What is normal for one child may not be normal for another, but that does not mean that either one of them need be a source of alarm." "The healthiest thing that a child can learn is that life is inexorable, absolutely requiring the submission of primitive self-will to the common good."

The book lays continuous emphasis upon the development of the emotions, and gives some valuable insight into the problems involved. It is especially helpful on the relationships in the home. "Within ourselves and within our children, the elements of conflict have been implanted from the past and to give our children the greatest opportunity for growth and fitness in human progress, we have first to discipline out of ourselves the primitive possessive tendencies of our love. If we achieve this in ourselves, we achieve for them the models and patterns of the highest generosity that the human mind and spirit are capable of—the willingness to surrender all effort to dominate the lives of those we love."

The weakness of the book lies in the fact that it is not based on proved psychology; the author too frequently gives his own opinion, observation or experience as the foundation for certain important assertions, instead of citing controlled experiment, or scientific studies. He seldom gives references and yet many of his statements are in a new and unproved field.—EDNA DEAN BAKER, *President, National Kindergarten and Elementary College, Chicago.*

¹ By Frederick Pierce. Published by E. P. Dutton and Co., New York.

*The Young Delinquent*¹

Professor Burt's book is a timely and valuable addition to the literature dealing with the problem of juvenile delinquency. It is one of a projected series of three, the author tells us, which together are designed to cover the main forms of mental subnormality to be met with among the young—the backward, the unstable, and the delinquent.

The book deserves careful reading. It is scientific, scholarly and well written. It constitutes a source of valuable material, rich in case histories, references, outlines, tables and recommendation. It justifies the author's statement that "the purpose of the book is primarily a practical one; to enable the busy reader . . . to gain some notion how the criminal in the making may best be studied and handled."

The author regards delinquency as an outstanding sample, typical of childish naughtiness and he approaches the problem as a study in child psychology. "The whole question is one, not so much for a legal or a moral code, but in the last resort, for scientific investigation" (p. 4). Crime is only a symptom. It is a mental symptom with a mental origin and as such should lead to a study of the individual to discover the cause. Upon the discovery of the cause cure depends. He thus stresses the importance of studying the inward character of the act, not its outward manifestation.

Investigation of the individual, the offender, may start with the nature and apparent motive of the last offence, but concentration should be placed upon the transgression from the standpoint of the child himself and the conditions of the incident. The investigation must include a study of the child's personality and environment; an examination of his physical

condition; the various capacities of his mind, his level of intelligence, his traits of character, daily habits, interests and emotions; the material and moral influences surrounding him, the home, his associates, opportunities and temptations and the nature of the restraint and supervision of parents.

To supplement the studies of personality and immediate environment the past history and a forward look to the future should be included.

After stating the problems and methods of treatment the remaining chapters of the book deal, in order, with analysis of the hereditary and environmental factors, and with the physical, intellectual and emotional condition of the children themselves (Chap. II to XXIII). Descriptions are supplemented by concrete case studies of children who have been tested and examined by the author during the ten years he has devoted to the work.

To each section Professor Burt adds a brief statement as to lines of treatment. In compiling these recommendations he has been guided by concrete experience, the interest centering upon the psychological principles involved.

In addition to the matters discussed above there are several interesting appendices; one in which samples of handwriting, composition, and physiognomy are illustrated and discussed; another gives the history, organization, aims and possible methods of the *Psychological Clinic for Juvenile Delinquents*; and still another presents *Selected References* for those commencing a study of the psychology of the young delinquent.

The book should appeal to probation officers, medical men, parents, teachers and social workers. It is well adapted for use in the classroom and should be on the reference shelf of everyone concerning himself or herself with the problem of juvenile delinquency.—JEANNETTE EZEKIELS, *Juvenile Court of the District of Columbia*.

¹ By Cyril Burt, M.A., D.Sc. (Oxon), Professor of Education in the University of London, Psychologist in the Education Department of the London County Council. D. Appleton & Co., New York.

*The Degenerative Diseases*¹

The Degenerative Diseases is a book on preventive medicine for the layman, set forth in a clear and non-technical style. The volume is written with the purpose of preventing certain diseases which cause a large number of deaths between the ages of forty and sixty, by the dissemination of knowledge concerning the causation of

¹ By Llewellys Barker, M.D., and Thomas Sprunt, M.D. (Harper's Public Health Series.) Harper Bros., New York.

these "breakdowns" among individuals who are still in the prime of life. Brief chapters on heredity and eugenics and the much discussed and exploited endocrine glands may interest the teacher of children of preschool age, but, in the main, the book will be read for its practical application to the problem of the teacher's own mode of living rather than the guidance of his young charges.—JOHN FOOTE, M.D., *Washington, D. C.*

Among the Magazines

Sarah N. Cleghorn, writing in the April *Atlantic Monthly* on the *Genesis of Malice* discusses the difficulty felt by all who try to govern—the struggle between the necessity for getting things done and the ideal of respect for individual rights. She shows how, not only in the school, but in the home, in civic life, notably in penal institutions and in governments, ideals go down beneath the "imperative necessity of governments to govern." She says, "Governments follow; they cannot, in the nature of things, lead. When schools and families and jails have become prevailingly libertarian, a government may be attempted which really trusts in Freedom." And further, "There is a superstition, 'an unconscionable time a-dying' that adult judgment must at all times, and on all subjects, be superior to that of children and so appear. The children often, in their hearts, know better. But, like all human beings, they will be docile enough where they really admire and respect. . . . They will cooperate with us so often, in so many things will seek our guidance, that if we cultivate a little more humility toward them, a little more honest respect for their judgment and freedom, I truly think we shall find ourselves practically without any occasion to govern them, and therefore to expose ourselves to the

terrible experience of feeling malice toward them. Haste and health I believe are the two points in which government of children by adults comes to be, or to seem, necessary. . . . Punctuality is indeed the thief of time! It is the most expensive of all our modern conveniences. . . . In the meantime what can parents do to avoid unnecessarily governing their children? . . . Much can be done . . . to avoid occasions for the dangerous surgical operation known as governing, which so often infects the surgeon with the blood-poisoning of malice."

The *New Era*, with its English, French, German, Bulgarian, Hungarian and Italian editions, is furthering the cause of modern education, termed by it "The New Education," and also of true internationalism. Its English editor, Mrs. Beatrice Ensor, is at present in this country, speaking in several cities on the developments in education along modern lines as they are being worked out in various European countries. From her April number we quote, "It is not, we think, sufficiently realized that a tremendous struggle is going on in most European countries between extreme nationalism and extreme internationalism. The extreme nationalists consider that interna-

tionalism means lack of patriotism and even a belittling of one's native land. This, of course, is untrue of the real internationalist who realizes that each country has its own note to strike in the world harmony, and that differences in national culture and distinctions of opinion are for the enrichment of the world. . . . The secret of the international spirit is differentiation with harmony between the differing parts of the one whole. Only with this spirit can Peace come with certainty. In this preparation for Peace the New Education has a large part to play. The New Education does not teach Peace, rather it *creates* Peace."

Mrs. Ensor has with her an interesting exhibit of art work from a number of progressive foreign schools. It contains some examples of an experiment in Musical Design, the work of Professor Rainer of Vienna. The April *New Era* carries copies of some of these musical expressions in line and color as worked out by his pupils. They are delightful in design and color and present a stimulating idea.

Dr. Jessie Taft, Director, Child Study Department, Children's Aid Society of Pennsylvania, is writing most practical and inspiring articles on children. Her pamphlet, *Some Undesirable Habits with Suggestions as to their Treatment* is a model, not only for the specific habits she mentions but for all correctional treatment of children. *The Relation of the School to the Mental Health of the Average Child*, a pamphlet, also by her, issued by the National Committee for Mental Hygiene, will be found most useful by all teachers and parents, or indeed by anyone who deals with children. It is illuminating as to mental health both in the child and the adult. As she says, "Few individuals are so well adjusted that mental hygiene can be taken for granted in their lives." Of special interest for those who deal with the very young child is this statement, "Psychiatrists agree that the effect of the first four or five years of life is vitally determining." Her general atti-

tude toward this whole problem is well indicated by the following, "Only the substitution of an interest in educating the child as a whole for the interest in teaching a subject to the child would permit a development of the mental-hygiene point of view in the teacher. If the teacher were allowed to think of education primarily as a matter of the child's growth and adjustment and concentrate on the process whereby he could most successfully develop in the school environment, his bad behavior would be a legitimate part of her job and as full of scientific interest as his good behavior. The chemist is not annoyed with a chemical for exploding in a certain situation; he merely seeks to understand it so that he may control it in the future. So, too, the teacher whose attention is on the process is not irritated with John because of his antagonistic attitude, but scientifically curious as to its basis and intent upon understanding and altering it."

Dr. Bagley in addressing a Schoolman's week meeting in Philadelphia on *Crime and Education* made some challenging statements. Accepting as basic fact that crime is greatly on the increase in this country, while declining in Europe, he at least implied that our progressive educational ideas and practices have some responsibility for this condition. General attention is being paid to this question, and articles recently published contradict his major premise. A recent study by one of the Federal Bureaus gives other conclusions. It finds that in only four cities is there any increase in juvenile crime, while elsewhere it is greatly decreased. Again, Dean George Kirchway, a penologist of long experience, speaks of the current excitement about a crime wave, which seems to have stirred Dr. Bagley, as "a state of mind, sired by delusion and damned by fear." *The Literary Digest*, quoting from his article in *The Survey Graphic*, says, "he bids us take heart from the fact that in the thirteen years between 1910 and 1923, covered by the

United States Census report of commitments to the prisons of the United States there was a marked decrease of 37.7 per cent in general criminality in proportion to the population." The whole question has many aspects. Changes in the law have made new crimes. There are other considerations. But Dean Kirchway may be accepted as authority when he says that the presentation of America as the most lawless nation in the world and crime as overwhelming our people and submerging our national institutions is "exaggeration—fancy picture writing on the wall."

Perusal of current literature on progressive education brings two queries which one would like to have answered.

Why is the head of a modern school, where the only mastery recognized as valuable is self-mastery, called "The Master?" Have we not here a strange anachronism?

How can a modern school adopt any system or set of apparatus as carrying any special significance? Is there not an unsolvable contradiction between such formulation and the fundamental beliefs and principles of modern education?

—ELLA RUTH BOYCE.

Books Received

Individual Number Drills. By James E. McDade. The Plymouth Press, Chicago.

A set of devices which have been worked out in the Wentworth School, Chicago, for the purpose of taking the place of class drill in teaching children number combinations. Each pupil has a practice folder with cards showing the various combinations, and is enabled to drill himself. In the hands of a conscientious pupil much could be accomplished by this individual method. There are also devices for individual testing. The author claims that class recitation drill is wasteful and that pupils can master combinations by themselves if they are provided with the proper materials. It is an interesting experiment in self-teaching.

Hunt and Find. By Jessie Parry. Illustrations by Esther Feustel. Beckley-Cardy Company, Chicago.

The sub-title of this book calls it a "Book

of Silent Reading," but it is more than that for it gives to little readers an opportunity to use their interest in finding things and in supplying the right words to answer questions. Each lesson shows a picture in which there is something to find, and there are blank spaces to be filled with phrases or sentences. It thus appeals to a child in a unique way

Bible Stories for Little Folk. By Edna B. Rowe. Pictures by Otto Stemler, with copies from Old Masters. The Standard Publishing Company, Cincinnati.

These stories from the Bible, presented in a simple way for children from four to eight, will be used especially in the home and in the Sunday School. The language is well suited to children and the colored pictures and general make-up of the book are very attractive.

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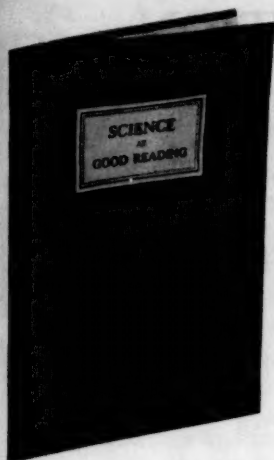
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